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ABSTRACT

This handbook is designed to assist those responsible for managing cooperative work experience programs at Oregon high schools and community colleges. The coordinator's responsibilities have been broken down into specific tasks and the steps for successfully completing each. These are grouped under the following subheadings: (1) administration (planning, organizing, financing, and evaluating); (2) guidance and placement (recruiting students, monitoring their progress, and assisting with employment applications); (3) coordination (locating training sites, completing agreements, correlating school activities with training); (4) public relations (informing community, students, and employers about the program); (5) professional development (participation in state and local workshops and organizations). Separate chapters provide a glossary of terms and definitions, legal requirements, educational requirements, resources, and guidelines for planning and implementation. This final chapter, intended for planners of new programs, includes flow charts, checklists, and examples that focus on planning and implementation of work experience. (TE)

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HANDBOOK for COOPERATIVE WORK EXPERIENCE COORDINATORS in OREGON

EA 016 766

OREGON DEPARTMENT OF EDUCATION

HANDBOOK FOR COOPERATIVE WORK EXPERIENCE COORDINATORS IN OREGON

1984

Verne A. Duncan
State Superintendent
of Public Instruction

Oregon Department of Education
700 Pringle Parkway SE
Salem, Oregon 97310-0290

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FOREWORD

This handbook is designed to help administrators of cooperative work experience programs plan and develop effective programs. Cooperative work experience is a vital component of secondary and community college programs. It allows students an opportunity to develop positive and productive work habits before they graduate from school. Students in work experience programs generrally have a lower rate of absenteeism, a longer retention rate with their employers, and are more committed to their jobs. Furthermore, the knowledge students gain in the work experience program greatly increases their likelihood of finding full-time employment after graduation.

Cooperative work experience is also an ideal vehicle for developing a beneficial relationship between the schools and other parts of the community. Since many schools are not financially able to duplicate the great variety of equipment and technical expertise found in business and industry, it makes sense to use the community as a teaching laboratory. In turn, the community will be helping to train the workforce it needs.

Verne A. Duncan
State Superintendent
of Public Instruction

ACKNOWLEDGMENTS

This guide was developed and reviewed by the following members of the CWE Ad Hoc Committee:

Nita Crimmins
Work Experience Coordinator
North Clackamas School District

Ron Hulett
Work Experience Coordinator
Chemeketa Community College

Joe Hlebichuk
Director, Office of
Cooperative Education
Oregon State University

Janine Moothart
Assistant Director,
Office of Cooperative
Education
Oregon State University

Ada Fancher
Career Resource Teacher
Corvallis School District

Patti Hindman
Regional Coordinator
Marion Education Service District

Goldada Mehrer
Work Experience Coordinator
Newberg High School

Melinda Portlock
Work Experience Coordinator
Portland Community College
Rock Creek Campus

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The Teacher Assistance Team (TAT) was organized in February 1983 and was also involved in a review of the Cooperative Work Experience Handbook. The assistance of the following TAT members was appreciated:

Cameron Amlong
Corvallis High School

Jerry DeMoss
Blue Mountain Community College

Ralph Gazeley
North Bend High School

Don Lacey
Medford Senior High School

Sharon Moore
Lane Community College

William Poole
Pleasant Hill High School

Romella Taylor
Creswell High School

Mike Atteberry
Benson High School

Ada Fancher
Corvallis School District

Darlyne Jaynes
Sheldon High School

Goldada Mehrer
Newberg Senior High School

Ed Murray
Phoenix High School

Melinda Portlock
Portland Community College

Rebecca Wheeles
Hillsboro High School

The TAT members are prepared to deliver inservice and provide technical assistance to high schools and community colleges on cooperative work experience.

Ray Rhodes, Specialist
Planning and Cooperative Work
Experience
Oregon Department of Education

Burr Fancher, Consultant
Fancher and Associates

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2. The policies and practices of the student employer are acceptable to the community.
3. The management and employees in potential training stations are committed to the program.
4. Students are not placed with employers until the coordinator believes they are ready to handle the responsibilities of on-the-job experiences.
5. Student employers are competent in their occupations and are able and willing to train students.

D. RELATED INSTRUCTION

1. Provision has been made for classroom or laboratory (shop) instruction related to the student's occupational experiences and career objectives.
2. The competencies taught in school are correlated with the student's on-the-job training plan.
3. Provision is made for facilities and equipment appropriate to the occupations to be taught.
4. Career-related and job-related materials are available.
5. Students are given the responsibility for their own progress in the program.
6. Career guidance services are available and readily accessible to the students and parents.
7. Provision is made for individualized learning utilizing a multimedia system.
8. Provision is made for a system of evaluation and revision of the program.
9. A follow-up system is implemented.
10. A vocational youth organization is an integral part of the instructional program.

E. PUBLIC RELATIONS

1. The faculty and administration have been thoroughly oriented.
2. Students and their parents are informed about the program.
3. Procedures of the program have been developed cooperatively between the school, community, labor groups and employers.
4. Concerned groups in the community are kept informed through a publicity program.
5. A system of regular contacts with potential employers is implemented.
6. An active advisory committee is operating.

F. STUDENT EMPLOYER DEVELOPMENT

1. A system for training employers has been developed and is utilized.
2. Employers are provided with a handbook that explains the CWE process and their role and responsibility.

INTRODUCTION

The original guide for work experience was written in 1973 and revised in 1974. Since then the emphasis has shifted from planning and setting up programs to improving and managing them effectively.

The WECO Board, review team members and the writer of this guide hope that it will be useful to the work experience coordinators in Oregon high schools and community colleges. Coordinators are encouraged to review the contents of the guide and use its suggestions to improve the quality of work experience in their schools.

PURPOSE OF GUIDE

The coordinator's responsibilities have been broken down into specific risks and the steps for successfully completing each.

For the planners of new programs, Chapter VI provides flow charts, checklists and examples that focus on planning and implementation of work experience. Steps are sequenced to help planners pursue a logical development of new programs.

This guide was printed in 3-hole punched format so that it can be revised and updated on a page-to-page basis. When laws change and new concepts are introduced, those pages should be replaced with updated material. Updates on educational and legal requirements can be obtained from the agencies listed in Chapter VI.

Separate chapters have been included for:

--A glossary of terms and definitions
--Legal requirements
--Educational requirements
--Guidelines for Planning and Implementation
--Resources

Those chapters will serve as a resource for answering specific problems and as a source for improving the coordinator's professional knowledge.

This guide should be adaptable to all work experience problems, regardless of setting, level or school size.

DIRECTIONS FOR USE OF GUIDE

With an understanding of the general contents and locations of materials by chapters, the guide can become a functional reference and still retain the flexibility for adaptation into a wide variety of educational environments.

Chapter II will be used on a regular basis. Each job sheet is categorized under one of five areas of responsibility: A (Administration), B (Guidance and Placement), C (Coordination), D (Public Relations) or E (Professional Development). The tasks are designated by numbers under each function. When coordinators approach a task, they can look in the table of contents, identify its number; i.e., A-9; and locate the appropriate page in the guide. Each task is described on the front of the sheet with the backside showing operational steps for completing it. Forms needed for completing a task are found immediately following each job sheet.

The task sheets are brief and, in some cases, may not provide enough detail to satisfy some coordinators. In those instances, coordinators can obtain additional information from the following chapters or seek out further references from lists in Chapter VI.

Coordinators can add forms and other materials that are more appropriate to their local programs than those models provided in the guide.

CHARACTERISTICS OF A MODEL COOPERATIVE WORK EXPERIENCE PROGRAM

A. STUDENTS

1. Students are placed in "positions" matched to their interests and abilities. The students meet requirements of applicable labor laws.
2. A system for admitting students to the program has been developed jointly with the guidance staff, administration, participating employers and an advisory committee.
3. A method of granting credit and grades has been adopted.
4. Scheduling procedures have been worked out jointly with counselors, staff, administration, parents, employers and advisory committee.
5. Students are placed only in work environments which are healthful and where safety standards are adhered to.
6. Students receive pay for on-the-job training in accordance with applicable labor laws.

B. COORDINATION

1. The teacher-coordinator has coordination time allocated (approximately one-half hour per week per student in the program).
2. Each student works and learns under the direction of the training sponsor during training.
3. Each student works and learns under the direction of a teacher during related school time in the program.
4. A training agreement and on-the-job training plan has been arranged between the coordinator, student employer, the student and parents.
5. A system of recordkeeping has been developed which includes reporting to the administrators, counselors, faculty, participating employers and parents to keep them posted on the program.
6. The coordinator has a system for evaluating on-the-job experience and performance.
7. Coordination calls are made regularly to each training station.
8. The coordinator implements a plan for inservicing student employers.

C. TRAINING PROGRAM

1. A training plan to describe what each student is to learn is developed jointly by the coordinator, the employer and the student.

CHAPTER II

AREA OF RESPONSIBILITY: A. ADMINISTRATION

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TASKS:

1. Organize an advisory committee 7
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AREA OF RESPONSIBILITY: Administration A

TASK: Organize an Advisory Committee 1

EXPLANATION OF TASK:

Advisory committees provide two-way communications between the school and the community. Cooperative work experience coordinators may choose to organize their own advisory committees or serve as ex-officio members on several cluster program committees. Some districts have an advisory council to serve all program areas. Central advisory councils can serve as the vehicle for dealing with cooperative work experience if all clusters are appropriately represented on the council.

The advisory committee can assist in such areas as:

- communication between the school and community
- needs assessments
- program planning and curriculum development
- selection of equipment
- public relations
- finding training stations for students
- student selection
- program evaluation

NOTES OF CAUTION: Advisory committees have no administrative or policy-forming power. Minutes of all advisory committee meetings should be kept and sent to the appropriate school administrators.

REFERENCES:	FORMS NEEDED:
Advisory Committee Handbook- Oregon Department of Education	1. Letters of invitation to serve as committee members. 2. Program of work--worksheets 3. Meeting agenda--worksheets 4. Meeting minutes--worksheets

CHECKLIST:

1. Identify the occupational areas to be developed in the CWE program.
2. Identify potential advisory committee members from each occupational area.
3. Visit potential members to discuss the CWE program, their philosophy of vocational education, and their willingness to serve on an advisory committee.
4. Invite seven to nine members who express a willingness to serve, who have a commitment to the CWE program and who have influence in the community. Include a student representative.
5. Analyze member selections to assure that a cross section of the community is represented in the total committee.
6. Obtain approval of membership by the school board and administration.
7. Mail letters of invitation to serve on the advisory committee.
8. Conduct an orientation meeting to explain the role, responsibilities and expectations for advisory committee members.
9. Select a committee chairperson.
10. Establish a pattern of meeting times, dates and places.
11. Develop a program of work for the committee.
12. Conduct a minimum of one meeting per quarter.
13. Prepare and send agendas to all members in advance of each meeting.
14. Prepare and mail out the minutes after each meeting.
15. Provide recognition for members' contribution; i.e., Parent-Employer Banquet, certificates of appreciation.
16. Follow through on recommendations of the committee and report outcomes to the committee.

EVALUATION:

The effective use of advisory committees can be determined by reviewing the program of work and the minutes of meetings.

LETTER OF INVITATION TO SERVE ON A WORK EXPERIENCE ADVISORY COMMITTEE

Mr/Mrs ____________________
____
____

Dear ______________________:

Our school district is expanding and upgrading its cooperative work experience program. We are well aware that a cooperative education effort must have continuous support from business and industry if it is to be a successful program. Cooperative work experience must offer benefits to the community as well as to the school. In order to implement a true cooperative program, we need business and industry representatives to serve in an advisory role to the school district.

Because of your extensive experience, we would like to invite you to serve on the advisory committee for cooperative work experience. The committee assignment will require your attendance at a minimum of one meeting each school quarter. A planned program of work will be developed by the committee to assure that all members have meaningful involvement with the work experience program. The time, dates and place for meetings will be determined by the committee at its first meeting.

An organizational meeting will be held on March 11 at pm in the Board Room at Biggs Community College. If you have questions about the functions or responsibilties of advisory committee members, please feel free to contact me.

Sincerely,

ADVISORY COMMITTEE
PROGRAM OF WORK

GOAL:

OBJECTIVE	ACTIVITIES/STRATEGIES	TIMELINE	RESPONSIBILITY AGENT

AGENDA WORKSHEET
WORK EXPERIENCE ADVISORY COMMITTEE

Date: ____________________ Chairperson: ____________________

Time: ____________________ Secretary: ____________________

Place: ____________________

Items to be Considered in Meeting	To be Presented by:	Nature of Item	
		Action	Information

A
1

MINUTES WORKSHEET
WORK EXPERIENCE ADVISORY COMMITTEE

Date: ____________________

Chairperson: ____________________

Time: ____________________

Secretary: ____________________

Place: ____________________

Members Present: ____________________

Agenda Item	Action Taken

AREA OF RESPONSIBILITY: Administration A

TASK: Conduct Needs Assessment Surveys 2

EXPLANATION OF TASK:

Needs assessment surveys are used to establish the need for new programs, modify existing programs and to justify program expansion. The assessment process can be utilized in preprogram planning or as a tool for program maintenance or expansion.

Surveys should request information from:

- students
- parents and instructors
- school

Surveys must be concise and readable, easy to answer and tally. Coordinators should carefully screen the survey items to eliminate nonrelevant materials. The survey must be constructed in a manner that allows a quick response and easy tally of results.

Once collected, the data should be summarized and conclusions made for each item on the survey. Support data is necessary to show why the conclusion was made. Graphs, charts and tables are a good method for making visual displays of data.

When presenting the results of assessment surveys to administrators and school board members, it is advisable to provide written copies of the report and then make an oral presentation on the findings, conclusions and recommendations, using visual displays such as transparencies or charts to highlight data.

REFERENCES:	FORMS NEEDED:
None	Student Interest Survey Community Survey School Inventory Survey Cover Letter for Survey

---

CHECKLIST:

1. Obtain administrative approval for conducting a needs assessment.
2. Establish an ad hoc committee to assist with needs assessment.
3. Develop the survey and select respondent groups according to needs.
4. Review and validate the questions with the ad hoc committee.
5. Conduct the survey (mail or oral interview), tally results and summarize with a conclusion for each survey item.
6. Develop graphs, charts and tables of support data.
7. Review and revise findings with the ad hoc committee.
8. Report findings to administrators and school board.
9. Make recommendations for the next step in planning and/or modifying the work experience program.

EVALUATION:

Acceptance and support of recommendations by administrators and/or Board.

STUDENT INTEREST SURVEY

Name of Student________________________________

Date________________ Age____________________

Class____

Occupational Goal______________________________

___________________ ___________________
Social Security No. Drivers License No.

1. I am employed presently: YES____ NO____
   Occupation______________________________
   Name of Employer________________________
   Address of Employer_____________________
   ____
   Phone Number of Employer________________
2. I am on school released time for work: YES____ NO____
3. I am receiving school credit for work experience: YES____ NO____
4. I want to know about receiving credit and/or released time for work experience: YES____ NO____
5. I am not currently working, but I am interested in a work experience program: YES____ NO____
6. I am working and feel I would benefit from additional classroom training that would help me do a better job: YES____ NO____
7. I am undecided but would like further information: YES____ NO____
8. I do not understand the work experience program but would like information about it: YES____ NO____

COMMUNITY RESOURCES INVENTORY

The Work Experience Advisory Committee of ______________ School is attempting to identify community resources that could help support the Work Experience Education programs. The purpose of this inventory is to locate work stations, facilities, speakers and/or funds to support these programs.

Name: ________________________________ Phone: ______________

Address: ____

Type of Business: ____

____

____

1. Would you be willing to have groups of students visit your business or plant? YES____ NO____
2. What size groups could visit?
   ________(Large: 20+) ________(Small: 2-10)
   ________(Medium: 10-20) ________(Individuals)
3. Would you be willing to talk to classes about your occupation or demonstrate your occupation in school? YES____ NO____
4. Would your firm hire students part-time from the school? YES____ NO____
5. Would you be willing to give some on-the-job training to students as a part of their school work? YES____ NO____
6. For Pay? YES____ NO____
7. What kinds of jobs are or may be available for students?
   Jobs: 1________________________
   2________________________
   3________________________
   Duties: 1________________________
   ____
   2________________________
   ____
   3________________________
   ____
8. Are there training materials, seminars or on-site training opportunities in your business? YES____ NO____
9. Would you be willing to share these with the school? YES____ NO____
10. Does your firm earmark funds to support local school educational activities? YES____ NO____
11. Would you be willing to discuss cooperative activities with the advisory committee? YES____ NO____

ETC.

SCHOOL RESOURCES INVENTORY

A. School Facilities

List the cluster programs available.

1. ________________
2. ________________
3. ________________
4. ________________
5. ________________
6. ________________
7. ________________
8. ________________
9. ________________
10. ________________
11. ________________
12. ________________
13. ________________
14. ________________
15. ________________
16. ________________
17. ________________
18. ________________

Please indicate whether or not the following are available to the WORK EXPERIENCE STUDENTS.

	YES	NO
Tools in shops		
Equipment in shops or classrooms		
Individualized study materials from above clusters		
Small Group Conference Rooms		
Guidance Area		
Teacher Planning Area		
Library-Career Ed Materials		
Technical Materials		
Audio Visual Materials		
B. Media Resources		
Career Resource Center		
Vocational Guidance Kits		
Career Films		
Career Filmstrips/Cassettes/Records		
Videotaping Equipment		
Camera		
Occupational Briefs		
C. Faculty Resources		
Staff with industrial experience		
Special training in Career Education		
Related hobbies		
D. Community Human Resources		
Resource file system		
Field trip file system		
Potential speakers		
Potential classroom aides		

NOTE: Where a "yes" answer appears, please list available resources.

COVER LETTER FOR SURVEY

Dear ________________:

________________ District is in the process of surveying the community in an attempt to determine the desirability and need for including a Work Experience Education program in the school instructional program.

Such a program would allow students to obtain on-the-job training along with related classroom instruction at school. In most cases this would involve released time from school to report to an on-the-job training station and the granting of school credit for such training.

Enclosed you will find our rationale for Work Experience Education and a short questionnaire asking for your opinion regarding such a program. Please fill in the blanks and return the questionnaire to us in the self-addressed return envelope.

Thank you for helping us with this phase of our study.

Sincerely,

Chairman of
Study Committee

AREA OF RESPONSIBILITY: Administration A

TASK: Identify Legal Requirements 3

EXPLANATION OF TASK:

Work experience education programs must be carried out in conformity with union contract provisions and federal, state and local laws and regulations. Wherever both state and federal laws apply, the law setting the higher standard must be observed. State and federal labor laws are complex and will be covered in more detail in Chapter IV .

The following legal requirements affect students:

- work permits
- age limits
- minimum wage
- subminimum wage
- hours of work
- insurance
- child labor laws
- government agency employment
- hazardous occupations orders
- special payroll status affecting work experience

See Chapter VI (Resources) for names of public agencies that regulate the legal requirements for work experience. Names, addresses, telephone numbers and types of information and services are listed for each resource agency.

REFERENCES:	FORMS NEEDED:
None	None

CHECKLIST:

1. Maintain an updated file of statutes, laws and regulations affecting work experience students.
2. Analyze new laws and statutes to determine how they will affect the program.
3. Keep a quick reference system for interpreting laws for specific applications in work experience program.

SEE CHAPTER IV OF THIS GUIDE FOR MORE DETAILED INFORMATION ON LEGAL REQUIREMENTS OF WORK EXPERIENCE, AND CHAPTER VII FOR AGENCY INFORMATION.

AREA OF RESPONSIBILITY: Administration A

TASK: Identify Educational Requirements 4

EXPLANATION OF TASK:

Cooperative Work Experience is approved if it meets the criteria established by the Oregon Department of Education. This criteria is based on quality standards that exceed the Revised Minimum Standards for Oregon Schools.

Work experience coordinators should keep current on the state requirements that affect their program. A more detailed explanation of the educational requirements is found in Chapter V of this guide. A coordinator should be concerned with:

- minimum requirements for graduation
- revised minimum standards
- Oregon Department of Education evaluation and course approval criteria
- criteria for reimbursement
- vocational certification requirements
- requirements for related instruction

Educational requirements are frequently changed by revisions in policies and statutes. Regional meetings, conferences and seminars will help the coordinator learn about such changes.

An Oregon Department of Education specialist is available to provide coordinators with technical assistance. For questions on the educational requirements of work experience, contact:

Ray Rhodes, Specialist
Cooperative Work Experience
Oregon Department of Education
700 Pringle Parkway SE
Salem, Oregon 97310
Telephone: 378-5859

REFERENCE:	FORMS NEEDED:
None	None

CHECKLIST:

1. Ask the CWE specialist at the Oregon Department of Education for current information on:

   --requirements for program approval
   --criteria for program evaluation
   --vocational certification requirements
   --vocational reimbursement

2. If necessary request further clarification from state specialist on unclear issues.

3. Attend meetings, conferences or seminars that deal with changes in educational requirements.

EVALUATION:

An approved vocational program is evidence of an understanding of the Oregon requirements.

AREA OF RESPONSIBILITY: Administration A

TASK: Write Program Goals 5

EXPLANATION OF TASK:

The level of specificity for program goals is determined by the relationship between district, program and course goals. Program goals further amplify or clarify district goals, and simultaneously provide the foundation for the development of course goals. Consequently, program goals are more specific than district goals, but less specific than course goals.

Program goals establish the limits of instruction within program areas. Program goals are utilized to assist planning, budgeting and assessment at the district level. Moreover, program goals provide guidelines for needs identification, priority setting and program development within program areas.

Characteristics of Program Goals

Distinguishing Characteristics of Program Goals

Individual program goals

- must be learner outcome statements
- should be stated in general terms

Set of program goals

- must describe the learner outcomes desired upon completion of all experiences within only one content area.

The following examples are offered as a guide for coordinators to use in developing their own program goals. Students will:

- know and be able to apply successful job search techniques.
- develop positive work habits.
- be able to plan vocational activities to balance and enrich vocational pursuits.
- know the occupations available in the community.
- know the skills and attitudes necessary for successful employment.

REFERENCES:	FORMS NEEDED:
None	Goals Worksheet

CHECKLIST:

1. Collect work experience guidelines and handbooks from exemplary programs for sample goals.
2. Work with the advisory committee to establish program goals.
3. Discuss goals with school administrators.
4. Obtain administrator/Board approval for goals.

A
5

GOALS WORKSHEET

PROGRAM COMPONENT (What I Can Justify!)	GOAL STATEMENT (What is to be Done About It!)

AREA OF RESPONSIBILITY: Administration A

TASK: Write Course Goals 6

EXPLANATION OF TASK:

According to the minimum standards, course goals are required only for grades nine through twelve, but can be set for lower grade levels.

The level of specificity for course goals is determined by the relationship between program, course and instructional goals. Course goals further amplify or clarify program goals, while providing a foundation for the development of instructional goals. Instructional goals are very specific learner outcome statements which describe small learning sequences within a course or unit of study, defining daily or individual learner outcomes. Consequently, course goals are more specific than program goals but less specific than instructional goals.

Course goals set the guidelines for instruction within course or units of study. They assist course planning, curriculum development and assessment, as well as the allocation of funds within a program.

Characteristics of Course Goals

Individual Course Goals

- must be learner outcome statements
- should be stated in specific terms
- should include "will know," "will be able to," or "will value"

Set of Course Goals

- must describe the desired learner outcomes for only one course or unit of study

Examples of Course Goals:

The students will be able to construct both monthly and yearly budgets.

The students will know the ways in which "body language" affects communication.

REFERENCES:

FORMS NEEDED:

Instructional Plan--Worksheets

CHECKLIST:

1. Work with the advisory committee to establish course goals.
2. Discuss course goals with school administrators.
3. Obtain administrator/board approval for course goals.

AREA OF RESPONSIBILITY: Administration A

TASK: Develop Instructional Plans 7

EXPLANATION OF TASK:

Once the program and course goals have been established for a work experience program, specific plans can be developed for delivery of instruction. An instructional plan should be simple and concise in format and measurable in content. A good plan must include:

- goals and objectives (objectives are the specific and measurable components of a goal)
- activities for meeting these goals
- timelines
- person or group responsible for making sure each activity is completed on time

In addition, it must be specific enough to provide the coordinator with the steps necessary for operating a successful program.

The completed plan should be reviewed and revised by the advisory committee and administrators. A final copy should be submitted to administrators and/or board for approval.

REFERENCES:	FORMS NEEDED:
None	Instructional Plan--Worksheets

CHECKLIST:

1. Duplicate the blank worksheets for instructional planning.
2. Develop objectives for fulfilling each program and course goal (objectives are the components of a goal and are usually more specific and measurable).
3. Identify specific activities and strategies for meeting each objective.
4. Set up a schedule with dates for beginning and completing each activity.
5. Identify the person responsible for completion of each activity; i.e., advisory committee, coordinator, student.
6. Review plan with the advisory committee and administrators, revising it according to recommendations.
7. Obtain approval of the plan by administrator and/or Board.
8. Share copies of the plan with all parties concerned with its implementation; i.e., advisory committee, administrators.

EVALUATION:

A completed plan that includes the details of instructional delivery: what goals are to be met, how they are to be met, within what timeline and who is responsible for making sure all activities are completed on time.

INSTRUCTIONAL PLAN

GOAL:

OBJECTIVE	ACTIVITIES/STRATEGIES	TIMELINE FOR COMPLETION	RESPONSIBILITY AGENT

AREA OF RESPONSIBILITY: Administration A

TASK: Develop Long-Range Plans 8

EXPLANATION OF TASK:

A five-year plan is an effective tool for developing and managing vocational programs in secondary schools and community colleges. Such a plan outlines the steps for implementing each of the major components of a program.

On page 33 is a sample worksheet for recording a five-year plan. After completing a program assessment, the coordinator can write the current status of each component in the space provided and project its development over the next five years.

REFERENCES:	FORMS NEEDED:
None	Long-Range Plan Sheets

CHECKLIST:

1. Conduct a program assessment, utilizing the assessment guide for work experience.
2. Enter program components into the left column of the long-range plan sheet.
3. Enter current status of program in the "present" column of the plan sheet.
4. Identify model features for completely developed program and enter into the five-year column of the plan sheet.
5. Distribute the developmental work load in columns 2, 3 and 4 to raise each component from "what now exists" to "what should be" in a work experience program. If a component is fully developed to your satisfaction, draw a line from present to five year. When a component is complete in the first year or two, draw lines to the five-year column.
6. Share the five-year plan with administrators to determine its feasibility and obtain their commitment to the plan.
7. Obtain approval of the administrator and/or Board.
8. Post the completed plan on the office or classroom wall for sharing with other staff and students.
9. Update the plan each year so that the work experience program is planned for five years ahead at all times.

EVALUATION:

A completed, up-to-date long-range plan for program implementation and/or development.

LONG-RANGE PLAN

PROGRAM COMPONENT	PRESENT	Year 1	Year 2	Year 3	Year 4	Year 5

AREA OF RESPONSIBILITY: Administration A

TASK: Establish Policies and Procedures for Operation of Program 9

EXPLANATION OF TASK:

A set of policies is necessary to assure consistent quality of work experience education. The relationship between school and employer requires that clear-cut policies be established for all matters that involve students in the school. Using the instructional plan as a guide, identify those policies needed to carry out the activities of the plan.

Procedures must be developed for efficient operation of the work experience program. The instructional plan can also be used as a base for developing procedural steps for program operation.

Once the policies and procedures are identified, they should be reviewed with appropriate administrators to assure that they do not conflict with the policies and procedures of the school. The final copy of policies and procedures should be approved by the school administrator and/or board.

Policy and procedure guidelines do not need to be extensive or elaborate. They should be developed in advance to prevent problems rather than arise as the result of an incident.

Some areas that need policy and procedure guidelines are: (Examples only)

- establishing work stations
- evaluating student performance
- coordination and termination of work stations
- recruitment and selection of students
- handling public relations for program
- student responsibilities
- employer responsibilities

REFERENCES:	**FORMS NEEDED:**
None	None

CHECKLIST:

1. Identify specific areas that require established policies and procedures. (Use instructional plan as guide.)
2. Determine specific policies needed for each area.
3. Review work experience guidelines from other schools for samples of policies.
4. Plan procedures for each area. Review guidelines from other schools for ideas.
5. Write policies and procedures.
6. Review policies and procedures with advisory committee.
7. Make revisions based on advisory committee recommendations.
8. Review the revised copy with administrator.
9. Make final revisions.
10. Obtain approval of policies and procedures from administrator and/or board.
11. Use policies and procedures to explain the program operation to other staff, counselors, students and community.

EVALUATION:

The evaluative evidence is a concise, readable set of policies and procedures that define the delivery of work experience education.

ROLES AND RESPONSIBILITIES

I. STUDENT/EMPLOYEE RESPONSIBILITIES

A. The student has the overall responsibility to see that all requirements of the Cooperative Work Experience Program are performed as spelled out in this handbook. In the even some of the requirments are not met, this will result in the student being withdrawn, having a grade reduced or given no credit.

B. Read, sign, and date the Student Agreement to be returned to the Cooperative Work Experience Coordinator.

C. Complete and sign a Training Agreement before starting to work.

D. Meet with the Instructor/Coordinator and discuss tentative objectives.

E. Complete and sign the Learning Objectives to be returned to the Cooperative Work Experience Coordinator by the end of the second week of enrollment.

F. Turn in all reports as requested by each curriculum.

G. Attend all seminars or individual faculty/student conferences as designated by each curriculum.

II. INSTRUCTOR/COORDINATOR ROLE

Cooperative Work Experience at Chemeketa Community College utilizes faculty members as Instructor/Coordinators. Their role consists of the following:

A. Advising students on a one-to-one basis.

B. Assist students in developing Learning Objectives.

C. Assist employers in evaluating the student's success in achieving stated Learning Objectives.

D. Serve as a liaison between the college, the student and the employer.

E. Coordinate the related instruction of Cooperative Work Experience with students' curricula. The related instruction phase includes the seminars and a learning plan for each student.

F. Visit each student at least once per term on the job and discuss the students' related instruction with the employer.

G. Be responsible for grading each student at the end of each term.

III. EMPLOYER RESPONSIBILITIES

A. Agree to participate in the Cooperative Work Experience Program.

B. Assist student-employee in developing and achieving objectives.

C. Participate in student evaluation and sign training agreement.

D. Contact the Cooperative Work Experience Coordinator or Instructor/Coordinator if questions on problems arise.

IV. ROLE OF COOPERATIVE WORK EXPERIENCE COORDINATOR

A. Develop Cooperative Work experience training sites for student placement.

B. Coordinate the Training Agreement, Learning Objective Contract and the Final Evaluation with the cooperating employer.

C. Visit each student at least once per term on the job and discuss the student's related instruction with the employer.

D. Serve as a liaison between the college, the student and the employer.

E. Coordinate the evaluation process for Cooperative Work Experience students.

V. SITE VISITS

At least one visit per term to the student's place of employment is required by the Instructor/Coordinator or Cooperative Work Experience Coordinator.

A. The Cooperative Work Experience Coordinator or Instructor/Coordinator meets with the Employer/Supervisor (and student if possible) to discuss the student's learning objectives.

B. Other visits may take place if required by the Instructor/Coordinator, Cooperative Work Experience Coordinator, the student or the employer.

AREA OF RESPONSIBILITY: Administration A

TASK: Evaluate and Revise Program 10

EXPLANATION OF TASK:

Regular evaluation is essential for improving work experience programs. Planned evaluations are an effective way to determine the need for changes and modifications. Evaluations are conducted on characteristics of the program and the success of its students.

The evaluation guide in Chapter VII outlines the characteristics of a quality program. Program characteristics include those items that define quality standards for work experience. These include:

- program organization - advisory committees, coordination time, related instruction, scheduling, credit arrangements, etc.
- nature of offerings - basis for course materials, adequacy in meeting student needs, correlation with other classes.
- physical facilities
- instructional staff - experience, professional development.
- methods of instruction - individualized, field trips, etc.
- instructional materials - multimedia, resources, etc.
- methods of evaluation - job performance, follow-up.

Students are the most valid indicators of program effectiveness. Some areas to examine are: (Procedures for follow-up in B11)

- follow-up data from graduates and employers
- relationship of job to training
- additional training needed on job
- job retention
- employment in related jobs
- evaluation of job performance by employers

Programs must be revised on the basis of evaluation findings. The recommendations should be integrated into the instructional and long-range plans for the program.

Advisory committees should be involved in all program assessments and/or evaluations.

REFERENCES:	FORMS NEEDED:
Assessment Guide - ODE Self Evaluation Instruments - ODE	None

---

CHECKLIST:

1. Select an evaluation instrument that defines the standards of a quality program.
2. Determine whether a self-assessment or third-party evaluation will be conducted.
3. Schedule evaluation and notify evaluators.
4. Collect necessary background information forms, policies, procedures, records, follow-up data, etc.
5. Arrange work space, lodging, meals, etc., for evaluators.
6. Provide evaluators with an orientation to program, the school district and community.
7. Allow evaluators to talk with administration, staff, students and employers about program.
8. Provide support services, information and resources as requested by evaluators and remain accessible throughout evaluation.
9. Participate in the exit interview with evaluators to discuss general findings and respond to questions.
10. Review written report from evaluators.
11. Integrate recommendations into revisions of instructional and long-range plans.
12. Make program revisions and modifications according to plans.

EVALUATION:

Evidence of changes in instructional and long-range plans that result from recommendations made on evaluation report.

AREA OF RESPONSIBILITY: Administration A

TASK: Make Staff Assignments 11

EXPLANATION OF TASK:

The functions and jobs listed in the table of contents outline the job description of a work experience coordinator. Using this list, the coordinator can develop a job description that:

- is consistent with the line of authority for the local school/college.
- is consistent with philosophy of the school/college.
- specifies the conditions under which the program will operate.
- specifies the duties and responsibilities of the coordinator.

Coordinators should be selected on the basis of their:

- ability to relate to employers, parents, students and other school staff.
- initiative for making contacts, setting up work stations, coordinating with employers on student problems and developing training agreements and plans.
- past work experience that allows them to understand the problems of the work place.
- ability to keep logs, records and reports.
- ability to follow through on jobs.

Secondary teachers must have two years of occupational experience in order to obtain vocational certification. Occupational experience should be evaluated in terms of how recent, quantity and quality. Supervisory experience is valuable because it gives the coordinator an insight into the perspective of employers and positions beyond the entry level. Those who enter work experience coordination from business and industry must meet the requirements for special vocational certification as defined in Chapter V.

Sometimes staff are assigned to work experience coordination to fill out a teaching load and may not possess the desired background for coordinating work experience. In those cases, a thorough orientation and inservice must be provided to the staff member.

The recommended class load for secondary school coordinators is 15 students per class load. A full-time class load for community college coordinators is 60 students. The community college class load will depend upon the levels of administrative responsibility assigned to the coordinator and the level of development of the existing program.

REFERENCES:	FORMS NEEDED:
Example Job Descriptions	None

CHECKLIST:

1. Develop/obtain a job description for work experience coordinator.
2. Revise the job description to fit local school philosophy and needs of program.
3. Recruit staff and examine their backgrounds and work experience records to determine if they can obtain vocational certification.
4. Assign or hire staff to fulfill the duties and responsibilities of the job description.
5. Assist staff in becoming vocationally certified.
6. Establish minimum and maximum class loads for coordinator.
7. Identify inservice needs of newly assigned staff.
8. Conduct orientation sessions for new staff.
9. Establish inservice schedule for new staff.

EVALUATION:

Competence of coordinators in carrying out the duties and responsibilities of the job description.

AREA OF RESPONSIBILITY: Administration A

TASK: Conduct Orientation Sessions for Staff and Student Body 12

EXPLANATION OF TASK:

Planned orientation sessions for the staff and student body are essential for full understanding of the program. Sessions for secondary schools should be conducted during spring term prior to the new school year. Advance registration will identify the occupational objectives of students and allow the coordinator sufficient time to establish work stations for the coming year.

Orientation sessions should provide essential program information without overwhelming the audience with too much detail. Presentations must be concise and supported with visual materials and handouts. A policies and procedures guide makes an excellent handout and provides content for oral presentations of program to staff and students.

College orientations for students and faculty should be conducted in an ongoing format prior to registration periods. This can be done by visiting occupational classes or conducting advertised seminars.

REFERENCES:	FORMS NEEDED:
"Handbook for Planning, Organizing, Conducting, Evaluating and Revising Workshops" - Linn-Benton Community College and Oregon Department of Education	Self Assessment Checklists --Introducing A Workshop --Illustrated Talks --Summarizing Workshop

CHECKLIST:

1. Plan content, structure and format of orientation session(s) for staff and student body, based on:

   --local needs and/or areas of confusion.
   --policies, procedures, goals and benefits of work experience education.
   --time needed to present information.
   --interval between sessions--if more than one.

2. Determine techniques of delivery most appropriate to target groups; i.e., illustrated talk, simulation, etc.

3. Select and/or develop materials to be used in orientation sessions.

5. Schedule time, place and date(s) for orientation session(s).

6. Introduce the session by stating objectives, how they relate to participants, and what is expected of them.

7. Present materials. Use handouts and visuals and involve the participants through a question and answer technique.

8. Summarize key points of the presentation.

9. Evaluate orientation session(s).

10. If necessary revise presentation to improve its effectiveness in the future.

EVALUATION:

Enrollment in work experience program.
Staff support of work experience program.

SELF-ASSESSMENT CHECKLIST FOR CONDUCTING A WORKSHOP

INTRODUCTION	EXCELLENT	AVERAGE	POOR	FAILED TO DO
1. Clearly stated objectives of workshop.	3	2	1	0
2. Explained importance of objectives and how the workshop relates to workshop participants.	3	2	1	0
3. Explained what will be expected from participant during and after the workshop.	3	2	1	0
4. Allowed participants to ask questions.	3	2	1	0
5. Used instructional aids to enhance introduction.	3	2	1	0
6. Made an interesting, enthusiastic and motivational introduction.	3	2	1	0
BODY OF PRESENTATION				
7. Information was suited to participants' level of understanding.	3	2	1	0
8. Key points were illustrated.	3	2	1	0
9. Participant feedback was used to evaluate the talk.	3	2	1	0
10. Audible speech was utilized.	3	2	1	0
11. Distracting mannerisms or expressions were avoided.	3	2	1	0
12. Eye contact was maintained with audience.	3	2	1	0
13. Analogies used during the talk were appropriate.	3	2	1	0
14. Frames of reference were related to point being made.	3	2	1	0
SUMMARY				
15. Reviewed main points of workshop.	3	2	1	0
16. Made brief summary of main points.	3	2	1	0
17. Tied important points together in logical sequence.	3	2	1	0
18. Asked for questions and comments from participants.	3	2	1	0
19. Explained where further information might be obtained or advanced workshop were to be conducted.	3	2	1	0
20. Clarified what participants had accomplished in workshop.	3	2	1	0

AREA OF RESPONSIBILITY: Administration	A
TASK: Secure Resources for Program	13

EXPLANATION OF TASK:

Coordinators have many resources available to help them plan and operate a work experience program, including persons from all areas of the community--business, industry and labor. Financial resources, such as federal grant funds, local industry contributions and private donations are often available.

Creating a resource directory which includes the names and addresses of all potential contacts helps the coordinator locate such individuals quickly.

An organized approach to the use of resources involves timely action, good scheduling techniques and follow-through on commitments. Recognizing the efforts and contributions of community members is also essential for long-range success.

REFERENCES:	FORMS NEEDED:
None	School Resource Inventory Community Resource Inventory

CHECKLIST:

1. Conduct a school resource inventory to determine what is available to work experience students at the school site.

   --vocational cluster programs
   --equipment and tools
   --media resources
   --staff resources

2. Identify outside resources that can assist with the work experience program such as:

   --professional organizations (WECO, OVA)
   --agencies (ODE, OOICC, CIS, Employment Service, SACCVE)
   --employers
   --parents

3. Decide what materials and supplies must be purchased for the program.

4. Order materials as early as local school purchasing policies will permit.

5. Arrange for use of in-school resources well in advance of the time they are needed.

6. Arrange for use of outside resources well in advance of need.

7. Schedule use of resources for full utilization and efficiency.

EVALUATION:

The quality of work stations and related vocational training programs (in-school), as determined by assessment procedures, serves as an indicator of the coordinator's ability to develop resources for a quality work experience program.

AREA OF RESPONSIBILITY: Administration A

TASK: Provide Work Experience Opportunities for Special Needs Students 14

EXPLANATION OF TASK:

Students with disadvantages and handicaps are sometimes difficult to place in job sites. These difficulties arise because employers:

- do not understand the potential of special needs students in productive work settings.
- do not know how to relate to handicapped persons.
- fear that special needs students will require more supervision and instruction than the firm can afford to provide

The special needs coordinator can expand the opportunities for their students by:

- conducting an ongoing public relations program that emphasizes the potential capacity of special needs students.
- working with individual employers to identify jobs that special needs students can successfully perform.
- explaining to employers the role of the school trainer in providing supervision at the job site.
- identifying job sites within the school district.
- identifying job sites within public agencies.

The special needs coordinator must work harder than a regular CWE coordinator in establishing training sites, and must maintain strong bridges of coordination and cooperation with the sponsors of work sites.

REFERENCES:	FORMS NEEDED:
None	None

CHECKLIST:

1. Conduct a school resources inventory to determine what is available to special needs work experience students at school sites.

   --identify trainers - professional, volunteer, student
   --special ed. and counselor resources
   --vocational cluster program
   --in-school resources
   --other school as resources
   --equipment, tools, media

2. Identify outside resources that can assist with special needs work experience program.

   --professional organizations (WECO, OVA, VESN)
   --associations (ARC, NARC, ACLD)
   --agencies (Employment Service, CETA, Vocational Rehabilitation)
   --training sites, learning institutions (community colleges, sheltered workshops)
   --employers
   --parents

3. Talk to regular vocational staff about special needs students, use of trainer, and identification of needed competencies before class begins.

4. Identify materials, supplies and tests that must be purchased for program.

5. Order materials as early as local school purchasing policies will permit.

6. Arrange for in-school work placements well in advance of need.

7. Arrange for outside school resources well in advance of need.

AREA OF
RESPONSIBILITY: B. GUIDANCE AND PLACEMENT

TASKS:

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1. Recruit, screen and select students	53
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13. Provide guidance and placement services for special needs students	93

AREA OF RESPONSIBILITY: Guidance and Placement B

TASK: Recruit, Screen and Select Students 1

EXPLANATION OF TASK:

The work experience coordinator is responsible for recruiting students into the program. In order to do so the coordinator must have organized procedures for:

- making sure all students understand the goals of work experience education.
- processing applications for work experience and selecting students for the program.

Orientation sessions must be delivered to the staff and student body prior to student registration for classes. At these sessions, application blanks can be distributed to interested students.

The application becomes the basis for screening the selection of work experience students. Applications are evaluated according to the criteria set by the coordinator and school district for eligibility to enter the work experience program. The review of applications should be by interviews with students. Personal interviews can provide the coordinator with valuable insights and information about the student. The coordinator should keep notes and comments on each pre-enrollment interview.

An example of selection criteria:

- The student must have a signed work experience program application on file.
- The student's application must meet appropriate approval and references must be on file.
- First choice will be given to students with occupational goals.
- First choice will be given to eligible seniors in vocational cluster programs.
- Students admitted to the programs will not be placed in training station jobs until they have acquired social security numbers and work permits, etc.

REFERENCES:	FORMS NEEDED:
None	1. Application for Work Experience 2. Pre-enrollment Interview 3. Job Permit Applications

---

CHECKLIST:

1. Conduct orientation sessions with all staff and student body prior to student registration for classes.
2. Provide students with application blanks for entering the work experience program.
3. Establish minimum requirements for approval of applications. Class load limits may influence selection criteria and how they are applied to student selections.
4. Review applications for work experience and screen out unqualified applicants.
5. Explain to students why their applications were not accepted and how they may become qualified applicants.
6. Notify students of their acceptance into the work experience program and provide direction for their involvement.

EVALUATION:

The strength of enrollment in work experience programs and quality of students within the program are evidence that good recruitment and selection procedures are being utilized by the coordinator.

CWE Periods________ B
1

NEWBERG HIGH SCHOOL
Application for Work Experience

Please type or print in ink. Fill in all blanks.

Name: ______________________________________ Date: ________________
last first middle initial

Address: ___________________________________ Phone: ________________
street/route city

Age: ______ Date of Birth: __________________ Soc. Sec. No.: __________

Mother's Name: _____________________________ Occupation: ___________

Father's Name: _____________________________ Occupation: ___________

What are your career plans at this time?

1. ____

2. ____

Have you ever been employed before? Yes___ No___

Where? ____

What did you do? ____

Have you arranged for definite employment for the next school semester or year? ______

If yes, Employer: __________________________ Supervisor: ___________

Address: _____________________ Phone: ___________ Job Title: _________

Do you have a work permit? Yes___ No___ Grade level next year: ________

Do you plan to go to college? Yes___ No___ If yes, give name of college: ____________

What courses do you plan to take? _________________________________

Qualifications for job you applied for in work experience (classes you have taken in high school):

___Off. Proc.
___Data Proc.
___Acct. I
___Clothing I
___Creat. Foods
___Outdoor Wear
___Basic Home Con.
___Mech. Dft. III
___Metal Proc.
___Agribusiness
___Intro. Hort.
___Adv. Typ.
___Law & You
___Acct. II
___Sew w/Knits
___Creat. Stitch
___Tailoring
___Build. Const.
___Metal Mach & F
___Power Mech.
___Indep.Agr.Sem.
___Nursery Manag.
___Sen. Off. Lab
___Short. I
___Acct. III
___Adv. Cloth.
___Marr. & Fam.
___Food Serv.
___Cab. & Furn.
___Adv. Metals
___Ind. Mech.
___Forestry
___Word Proc.
___Short. II
___Mkt. I
___Foods I
___Child Dev.
___Single Surv.
___Mech.Dft. I
___Weld & Fab I
___Mod. Ag.
___Greenhouse Op.
___Off. Mch. Skills
___Beg. Typing
___Mkt. II
___Foods II
___Int. Design
___Creat. Sew. Cfts
___Mech. Dft. II
___Weld & Fab. II
___Agri. Science
___Landscape Const.

Related Class: 1st semester__________________ 2nd semester__________________

Will you be available to work after school and on weekends? Yes___, No___.

Will you be available to work the summer after you have completed the year of training: Yes___; No___.

Do you have your own transportation? Yes___; No___. Remarks:____________________

____

If you have your own car, will you provide rides for others? Yes___; No___.

Did you fail any subject either semester last year? Yes___; No___.

How may times were you absent last year? ______________

Have you ever been suspended? Yes___; No___. Reason: ____________________

____

List any activities (such as sports, drama, music, etc.) you have been involved in:

____

List as references the names of two teachers under whom you have studied:

____

____

Do you have high school or a comparable family insurance policy? Yes___; No___.
If not high school, name the family insurance company:____________________

If you are accepted in the work experience program, do you agree to abide by the rules of the program and to put forth your best efforts in completing your training?

(signed) ____________________________
(applicant)

I consent to ________________________ entering the work experience program, and agree to cooperate with the school and the training agency.

(signed) ____________________________
(parent or guardian)

STUDENT-LEARNER PRE-ENROLLMENT INTERVIEW BY THE COORDINATOR FORM

(Attach this form to Application for Cooperative Education Program Form)

Student-learner applicant name____

Date____________________Program Applying For:______________________________

Notes and Comments on the Pre-Enrollment Interview:

It is the policy of the school district that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap should be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity.

STATE OF OREGON

APPLICATION FOR WORK PERMIT AND AGE STATEMENT
YOU MUST BE AT LEAST 14 YEARS OLD

BUREAU OF LABOR AND INDUSTRIES

WAGE AND HOUR DIVISION
555 13th ST. N.E.
SALEM, OREGON 97310

PLEASE ENCLOSE A SELF-ADDRESSED STAMPED ENVELOPE FOR POSTAGE AND HANDLING

NAME	(first)	(middle)	(last)
MAILING ADDRESS			
CITY AND STATE		ZIP	

FILL IN YOUR COMPLETE NAME AND ADDRESS ABOVE.

PERMIT WILL NOT BE ISSUED unless all blanks are carefully filled in and are clearly readable (SEE INSTRUCTIONS ON OTHER SIDE)

LAST SCHOOL ATTENDED — LOCATION — GRADE COMPLETED

PARENT OR GUARDIAN SIGNATURE

STREET ADDRESS — PHONE NO.

CITY AND STATE — ZIP CODE

MINOR'S SIGNATURE — **DO NOT WRITE BELOW THIS LINE**

AREA OF RESPONSIBILITY: Guidance and Placement B

TASK: Orientations for New Students 2

EXPLANATION OF TASK:

The coordinator must inform students about work experience policies and procedures prior to their placement in a training station. Some orientation is presented at a pre-enrollment session in the spring. After selection into the program, the students should be given specific orientation on rules and procedures which they will be expected to follow.

Specifically, an orientation program should include:

- skills to be taught in the vocational program.
- beginning and ending dates of training period.
- average number of hours per week that student is expected to work.
- rate of pay expectations.
- conditions for increases in pay.
- amount of credit to be earned.
- work and school schedules.
- release time for on-the-job training.
- student expectations for participating in student organizations, sports, band, etc., that occur during working hours.
- compliance with labor laws.
- employer expectations of students.
- coordinator expectations of students.

Work experience policies and procedures can be communicated through an open house, displays, brochures, pamphlets, assemblies and other means.

Tips for work experience students to meet the expectations of their employers can be provided in handouts as shown on the following page.

REFERENCES:	FORMS NEEDED:
Tips for Work Experience Enrollees	None

CHECKLIST:

1. Identify the policies, procedures and expectations of the work experience program that should be adhered to by the student.

2. Plan a system for communicating policies, procedures and expectations to students.

   --policies, procedures and expectations identified in #1.
   --media for communicating with students.
   --time for orientation sessions.

3. Conduct orientation sessions within appropriate time frames.

4. Evaluate effectiveness of orientation meetings to:

   --assure that students understand the policies, procedures and expectations before entering a work station.
   --if necessary, determine additional information to explain the program.

EVALUATION:

Problems caused by lack of understanding of policies, procedures and expectations of the program will reflect the quality of the orientation program.

TIPS FOR WORK EXPERIENCE ENROLLEES

1. Be dependable. Your employer expects you to be there on time.

2. Dress neatly but conservatively. Wear clothes appropriate for the job.

3. Be courteous to everyone--your employer, the customers, your co-workers.

4. Tell your friends and relatives you are not to be visited while you are working. This applies to telephone calls as well as visits in person.

5. Keep a close check on your personal appearance, health and speech. These are your own tools for your work. Remember you are dealing with the public and the creation of a good impression is necessary.

6. Continuous personal development is essential to you in business. Take advantage of every opportunity you have to improve yourself.

7. Keep yourself occupied at all times. If you have a job--do it. If you don't have a job--create one, even if it is only tidying up your work area.

8. Make a decided effort to get along with your supervisors. You are the one on probation--not they.

9. Take criticism without resentment and learn from these constructive comments.

10. Do your work sincerely and seriously. Work as hard as you can. Remember that both the school and the training station are working for you every step of the way.

11. Don't gripe. Everyone has his own troubles, and very few people, if any, are interested in yours. If you have a legitimate complaint, do something about it; don't complain. (See the Coordinator)

12. Don't make excuses. Rather, think of ways to do it correctly. Chronic excuse-makers are rarely believed.

13. Don't expect special privileges. You are to be treated as a regular employee while on the job and a regular student while in school.

14. Don't be a clock watcher. The person who gets ahead is the one who does more than is expected of him. This applies to time as well as work.

15. Don't develop a "big shot" complex. No one is interested in your opinion unless it is especially solicited.

16. Don't be chewing and cracking gum.

17. Don't be constantly grooming yourself.

18. Don't be giving out decisions on your own that should come from the boss.

19. Be tactful in your speech and mannerisms. There are many ways of saying the same thing. For harmonious relationships with others, think before you speak.

20. Be loyal to your school and to your training station. They both merit your wholehearted support.

AREA OF RESPONSIBILITY: Guidance and Placement B

TASK: Work With Parents 3

EXPLANATION OF TASK:

Work experience coordinators are responsible for providing parents with a thorough orientation to the program. Parents need to know the policies, procedures and expectations of work experience because their children will be:

- released from school for part of the school day.
- allowed a minimum and maximum number of work hours.
- compensated for work.
- required to enroll in related classes.
- expected to work at a training station for a specified training period.
- receiving credits and grades for work experience.

The coordinator can inform parents through open house presentations, newsletters, home visits, parent conferences or by mailing a copy of employer evaluation to parents. Parent conferences are critical in getting the parents' cooperation and support for the student in a job role.

REFERENCES:	FORMS NEEDED:
Policies and Procedures for Work Experience Program (A-9)	None

CHECKLIST:

1. Conduct open house for parents to explain the work experience program.
2. Obtain parent approval on training agreements.
3. Conduct parent conferences to discuss student's progress, resolve problems and plan strategies for assisting students in meeting their occupational objectives.
4. Respond to parent concerns and requests throughout the student's involvement in the work experience program.

EVALUATION:

This job can be evaluated by observing the level of involvement of parents in developing training agreements and in attending parent-coordinator conferences for planning the development of students' work experience.

AREA OF RESPONSIBILITY: Guidance and Placement B

TASK: Assist Students With Personal Adjustments 4

EXPLANATION OF TASK:

The school-work relationship places the coordinator in a position of responsibility for any problems of personal adjustment a student may incur. Through close daily contact, the coordinator has an opportunity to assess and assist with the student's personal needs. Success in a work station depends on the student's attitude and ability to cope with stressful situations. Therefore, it may be necessary for work experience coordinators to act as a counselor.

However, coordinators must recognize their counseling limitations and refer complex personal problems to a trained counselor. Coordinators who have the ability to direct, instruct and evaluate, become supportive listeners and can often help students solve problems and make decisions.

Counseling in personal matters should always be conducted in private sessions with the student with confidentiality maintained at all times. The coordinator should be concerned about personal adjustments that affect the student's performance in the work experience program. Some adjustment problems can be handled in the related classroom training sessions.

REFERENCES:	**FORMS NEEDED:**
None	None

CHECKLIST:

1. Encourage students to seek assistance with personal concerns by showing a willingness to help them.
2. Initiate frequent, informal conversations with students and allow them to express their concerns.
3. Conduct formal conferences with the student, when appropriate.
4. Gather background data on the student so that valid counsel is possible.
5. Allocate time for guidance activities.
6. Be supportive in all dealings with students.
7. If necessary, refer any student in need of help to other professionals.

EVALUATION:

The amount of time a coordinator spends counseling students reflects the degree to which this job is being performed.

AREA OF RESPONSIBILITY: Guidance and Placement B

TASK: Confer With Students on Progress in School 5

EXPLANATION OF TASK:

Students acquire the qualities for successful employment through a combination of academic classes, vocational classes and work experience. The coordinator can link all of these by understanding the students' career objectives and providing support and encouragement for their success in school. If necessary, coordinator-student conferences should include help in improving study habits and attendance as well as employment preparation.

Many schools require that students develop a career plan, using groups and home rooms as a forum. The career plan helps work experience coordinators keep in touch with each student's progress toward achieving established educational goals.

REFERENCES:	**FORMS NEEDED:**
Career Plan or Employment Development Plan for individual students.	None

CHECKLIST:

1. Encourage students to discuss their career and educational plans.
2. Initiate frequent informal conversations with students about career plans and objectives.
3. Provide students with current information on their career interest areas or refer them to a source of such information.
4. Conduct formal conferences with students when appropriate.
5. Encourage students to meet their career and educational objectives. Be supportive.
6. Refer students to the career resource center and/or guidance department, when appropriate.

EVALUATION:

Career plans on file for each student in work experience program. Plans must show both career and educational objectives for the student.

AREA OF RESPONSIBILITY: Guidance and Placement B

TASK: Match Students With Training Stations 6

EXPLANATION OF TASK:

In order to most effectively match students with training stations, the coordinator needs to carefully analyze the cumulative records of the student. The coordinator must assure the successful completion of academic and vocational classes, identify the skills and knowledge gained from such classes, and match them with the needs of a training station.

Coordinators must remember to follow local policies for obtaining and using school records. Care must be exercised to avoid violating student rights. Only those records that directly relate to the placement process need to be considered by the work experience coordinator.

The Family Rights and Privacy Act must be understood and applied in working with cumulative records.

REFERENCES:	FORMS NEEDED:
Cumulative Records in local school	None

CHECKLIST:

1. Review the student's cumulative record.
2. Identify knowledge, skills and attitudes reflected in the record that will affect job placement.
3. Review these qualities in the context of the student's career objective.
4. Compare the student's knowledge, skills, attitude and career objectives to the training station needs.
5. Match the student's skills with employer's needs as closely as possible.

EVALUATION:

The effectiveness in matching the student and training station is reflected in a follow-up of program completers and their degree of success on the job.

AREA OF RESPONSIBILITY: Guidance and Placement B

TASK: Assist Students With Employment Applications 7

EXPLANATION OF TASK:

The coordinator often helps students with their applications for employment. Accuracy and completeness of the application form may determine whether the student is hired. Many applications are completed in personnel offices immediately prior to the job interview, although sometimes students are allowed to complete the application at home.

Practicing filling out job applications will give students confidence when they complete actual applications. Each student should be required to complete several applications for employment. The completed applications should be reviewed and critiqued by the coordinator for neatness, accuracy, completeness and quality of responses.

Through group instruction, the coordinator should familiarize students with the kinds of questions that most employers ask as well as acceptable responses to those questions. The coordinator should also explain that certain questions are unlawful in a pre-employment application. Examples of illegal and discriminatory questions are identified on the Pre-Employment Inquiry Guide on the following page.

REFERENCES:	FORMS NEEDED:
Pre-Employment Inquiry Guide	Assortment of employment application forms from local employers.

CHECKLIST:

1. Collect examples of employment application forms from advisory committee members, public agencies and other businesses.

2. Provide students with group instruction as well as individual assistance on filling out job applications. Stress:

   --neatness
   --accuracy
   --completeness
   --quality of responses

3. Assign students to complete sample job applications.

4. Critique completed applications as a group.

5. Identify illegal and discriminatory inquiries for students.

EVALUATION:

Students are able to complete job applications to acceptable quality standards for accuracy, neatness and completeness.

PURPOSE: TO PROVIDE YOU WITH A COMPLETED APPLICATION FOR FUTURE USE.

EXERCISE C:
SAMPLE APPLICATION

DIRECTIONS: COMPLETE THIS APPLICATION AND GIVE TO THE INSTRUCTOR FOR FEEDBACK.

APPLICATION FOR EMPLOYMENT

PERSONAL DATA

Name ________________ Application Date ________
Last First Middle
Present Address: ________________
No. & Street City State Zip
Permanent Address: ________________
No. & Street City State Zip
Phone Numbers: ________________
Home No. Business No.

EDUCATIONAL RECORD

School Graduate? Yes ☐ No ☐ GED? Yes ☐ No ☐
Name of School and Location ________ School and Location ________

POST SECONDARY EDUCATION

Kind of School	Name of School, Location (City & State)	Total No. of Hours	Type of Training or Major	Name of Cert. or Deg. Received
Correspondence Trade or Business				

REFERENCES

NAME	ADDRESS	OCCUPATION	PHONE
1)			
2)			

SPECIAL SKILLS AND LICENSES

(To be completed if applicable to the position you are applying for)

Typing? ☐ Yes ☐ No WPM___ Dictating Machine? ☐ Yes ☐ No
Shorthand? ☐ Yes ☐ No WPM___ Calculator? ☐ Yes ☐ No
Driver's License? ☐ Yes ☐ No Other Skills:________
Chauffeur's License? ☐ Yes ☐ No
Other Types of License:________

EMPLOYMENT RECORD

(be complete and accurate)

PRESENT OR LAST EMPLOYER

Employing Firm	Address	From ______ Month Year
Your Job Title	Supervisor's Name Title	To ______ Month Year
Specific Duties		Total Time: Yrs__ Mo__ Full Time______
Reason for Leaving		Part Time____ (hrs/wk)
If you still work here, may we contact this employer?		Salary $

Employing Firm	Address	From ______ Month Year
Your Job Title	Supervisor/s Name Title	To ______ Month Year Total Time: Yrs__ Mo__
Specific Duties		Full Time______ Part Time____ (hrs/wk) Salary $______
Reason for Leaving		

Employing Firm	Address	From ______ Month Year
Your Job Title	Supervisor's Name Title	To ______ Month Year Total Time: Yrs__ Mo__
Specific Duties		Full Time______ Part Time____ (hrs/wk) Salary $______
Reason for Leaving		

Military Information

Have you served in the U.S. Armed Forces?_____ Yes____ No_____ Branch
Dates______ ______ Rank or Rating________
From To
Military Training/Schools Attended________

PRE-EMPLOYMENT INQUIRY GUIDE

SUBJECT	LAWFUL PRE-EMPLOYMENT INQUIRIES	UNLAWFUL PRE-EMPLOYMENT INQUIRIES
NAME:	Applicant's full name. Have you ever worked for this company under a different name? Is any additional information relative to a different name necessary to check work record? If yes, explain.	Original name of an applicant whose name has been changed by court order or otherwise. Applicant's maiden name.
ADDRESS OR DURATION OF RESIDENCE:	How long a resident of this state or city?	
BIRTHPLACE:		Birthplace of applicant. Birthplace of applicant's parents, spouse or other close relatives. Requirement that applicant submit birth certificate, naturalization or baptismal record.
AGE:	*Are you 18 years old or older?	How old are you? What is your date of birth?
RELIGION OR CREED:		Inquiry into an applicant's religious denomination, religious affiliations, church, parish, pastor, or religious holidays observed. An applicant may not be told "This is a Catholic, (Protestant or Jewish) organization."
RACE OR COLOR:		Complexion or color of skin.
PHOTOGRAPH:		Requirement that an applicant for employment affix a photograph to an employment application form. Request an applicant, at his or her option, to submit a photograph. Requirement for photograph after interview but before hiring.
HEIGHT:		Inquiry regarding applicant's height.
WEIGHT:		Inquiry regarding applicant's weight.
MARITAL STATUS:		Requirement that an applicant provide any information regarding marital status or children. Are you single or married? Do you have any children? Is your spouse employed? What is your spouse's name?
SEX:		Mr., Miss or Mrs. or an inquiry regarding sex. Inquiry as to the ability to reproduce or advocacy of any form of birth control.
HEALTH:	Do you have any impairments, physical, mental, or medical which would interfere with your ability to do the job for which you have applied? Inquiry into contagious or communicable diseases which may endanger others. If there are any positions for which you should not be considered or job duties you cannot perform because of a physical or mental handicap, please explain.	Do you have a disability or handicap? Have you ever been treated for the following diseases? Do you use any adaptive device or aid? Requirement that women be given pelvic examinations.
CITIZENSHIP:	Are you a citizen of the United States? If not a citizen of the United States, does applicant intend to become a citizen of the United States? If you are not a United States citizen, have you the legal right to remain permanently in the United States? Do you intend to remain permanently in the United States?	Of what country are you a citizen? Whether an applicant is naturalized or a native-born citizen; the date when the applicant acquired citizenship. Requirement that an applicant produce naturalization papers or first papers. Whether applicant's parents or spouse are naturalized or native born citizens of the United States; the date when such parent or spouse acquired citizenship.
NATIONAL ORIGIN:	Inquiry into languages applicant speaks and writes fluently.	Inquiry into applicant's (a) lineage; (b) ancestry; (c) national origin; (d) descent; (e) parentage, or nationality. Nationality of applicant's parents or spouse. What is your mother tongue? Inquiry into how applicant acquired ability to read, write or speak a foreign language.
EDUCATION:	Inquiry into the academic vocational or professional education of an applicant and the public and private schools attended.	
EXPERIENCE:	Inquiry into work experience. Inquiry into countries applicant has visited.	
ARRESTS:	Have you ever been convicted of a crime? If so, when, where and nature of offense? Are there any felony charges pending against you?	Inquiry regarding arrests.
RELATIVES:	Names of applicant's relatives, other than a spouse, already employed by this company.	Address of any relative of applicant, other than address (within the United States) of applicant's father and mother, husband or wife and minor dependent children.
NOTICE IN CASE OF EMERGENCY:	Name and address of person to be notified in case of accident or emergency.	Name and address of nearest relative to be notified in case of accident or emergency.
MILITARY EXPERIENCE:	Inquiry into an applicant's military experience in the Armed Forces of the United States or in a State Militia. Inquiry into applicant's service in particular branch of United States Army, Navy, etc.	Inquiry into an applicant's general military experience.
ORGANIZATIONS:	Inquiry into the organizations of which an applicant is a member excluding organizations, the name or character of which indicates the race, color, religion, national origin or ancestry of its members.	List all clubs, societies and lodges to which you belong.
REFERENCES:	Who suggested that you apply for a position here?	

---

*This question may be asked only for the purpose of determining whether applicants are of legal age for employment.

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AREA OF RESPONSIBILITY: Guidance and Placement B

TASK: Develop a Job Resume 8

EXPLANATION OF TASK:

Coordinators can prepare students for job interviews by:

- helping students develop a job resume that fully defines their job qualifications.
- preparing students for selling their qualifications in a job interview setting.

Resume development can be instructed in group seminars. Students must be required to develop their own resume, have it critiqued by the coordinator, and revise it until it is truly reflective of their qualifications. After revision, the resume should be typed or typeset and duplicated in a manner that provides a quality product.

REFERENCES:	FORMS NEEDED:
None	Sample Resume Form Pre-Employment Inquiry Guide

CHECKLIST:

1. Provide format for job resume.
2. Instruct students in resume writing and provide examples of quality resumes.
3. Require each work experience student to complete job resume or portfolio.
4. Review and critique each resume.
5. Help students revise and finalize resume.
6. Assist the student in getting resumes copied or printed.

EVALUATION:

Employer feedback is required for evaluating this job. Quality of students' resumes will evaluate the coordinator's effort in preparing them for use in job search.

SAMPLE RESUME FORM

NAME

ADDRESS

PHONE

CAREER OBJECTIVE: (Write a strong, concise paragraph stating exactly the kind of job you are seeking; i.e. to become skilled in the areas of business management)

EDUCATION: (Indicate schools attended and dates)

SKILLS AND RELATED COURSES TAKEN: (Emphasize the courses relevant to your work objective)

EMPLOYMENT: (Summarize your work experience. Emphasize the jobs relevant to your work objective. List a job description, employer, dates beginning with latest job and working backwards)

EXTRACURRICULAR ACTIVITIES:

REFERENCES AVAILABLE UPON REQUEST:

AREA OF RESPONSIBILITY: Guidance and Placement **B**

TASK: Prepare Students for Job Interviews **9**

EXPLANATION OF TASK:

The coordinator can help prepare students for job interviews by:

- establishing the purposes and uses of an interview.
- specifying how to arrange for an interview.
- reviewing how to prepare for an interview.
- illustrating the behavior used during an interview.
- specifying what follow-up activities should be accomplished after the interview.

The coordinator has many techniques for helping students prepare for job interviews:

- provide students with resource material for job interviewing; i.e., library, career resource center.
- show films or videotapes of job interviews.
- set up role-playing with one student as employer and another as the job-seeker. Practice interviews, critique and reverse roles.
- video-tape role playing situations so that students can observe themselves in job interview roles.
- have advisory committee members conduct interviews with students and critique their performance.

Job interview instruction must be a continuous process for the coordinator with specific units, practice and reinforcement until the students have the confidence to sell their qualifications to an employer.

REFERENCES:

None

FORMS NEEDED:

None

CHECKLIST:

1. Provide instruction on job interview techniques.
2. Have students practice interviewing through role playing.
3. Provide advanced practice by use of video camera, advisory committee members or local employers.
4. Provide individualized help as appropriate and needed.

EVALUATION:

Employer feedback is required for evaluating this job. Student performance on actual job interviews will evaluate the coordinator's effort in preparation.

AREA OF RESPONSIBILITY: Guidance and Placement B

TASK: Write Letters of Recommendation 10

EXPLANATION OF TASK:

Coordinators are often asked to write letters of recommendation for students seeking part-time employment and for graduates who are seeking full-time jobs. The coordinator is in a good position to evaluate the work experience student's potential as an employee. Letters of recommendation should reflect an honest opinion of the student's skills, attitudes and abilities.

A letter of recommendation should provide the following information about a student:

- personal characteristics; i.e., punctuality, honesty, reliability
- career interests
- future employment potential
- knowledge and skills attained through work experience and through related vocational classes
- strengths and weaknesses of student

Students should be encouraged to identify references who would describe their personal attributes and business qualities. The coordinator should express a willingness to serve as a reference for future jobs. Perhaps such expressions should be made on an individual basis to avoid being asked by students that have records of poor performance.

REFERENCES:	FORMS NEEDED:
None	None

CHECKLIST:

1. Write letters of recommendation that are:

   --well organized
   --spelled correctly
   --neatly typed
   --on letterhead paper

2. Respond to requests for letters of recommendation as quickly as possible.

3. Review letter to assure that it contains an assessment of:

   --personal characteristics
   --career interests
   --employment potential
   --on-the-job experiences
   --strengths and weaknesses
   --skills and knowledge learned on the job and in vocational class

4. File a copy of each letter.

EVALUATION:

The credibility of letters of recommendation is usually communicated through informal methods of employer feedback, feedback from students after they have been hired and the general placement rate of students for which the letters were written.

AREA OF RESPONSIBILITY: Guidance and Placement B

TASK: Conduct Annual Follow-Up 11

EXPLANATION OF TASK:

The only way to measure a program's effectiveness is to follow-up on the completers of the program. If they are working in jobs related to their training, express a high degree of job satisfaction, perceive their involvement in work experience as the stepping stone to their career objectives, then the program can been deemed effective.

The follow-up survey should be initiated within one, three, or five years after a student completes the program. The follow-up information should be collected from all students who complete the program and their employers.

Once data is collected, it should be tallied and summarized. A conclusion must then be made for each question. From these conclusions, recommendations can be made for changes in the work experience program.

The findings of the follow-up study should be reported clearly and concisely with graphs, charts and tables.

The Oregon Department of Education conducts follow-up of students who complete vocational programs in high school and community colleges. These results are available to all coordinators. If a local follow-up is needed, many good models are available in Oregon schools.

Follow-up can be accomplished both formally and informally. The important point is that coordinators know the effectiveness of their program as measured by its impact on their students.

Examples of follow-up instruments and cover letters for surveys of completers and employers is included in Chapter VII.

REFERENCES:

Oregon Department of Education Publications:
- --Follow-up--Oregon Secondary Schools
- --Follow-up--Oregon
- --Example: (Following pages)

FORMS NEEDED:
(found in Chapter VII)

1. Follow-up instruments
   - --Completers
   - --Employers
2. Cover letters
   - --Completers
   - --Employers

CHECKLIST:

1. Identify the type of follow-up study needed; i.e., one-year, three-year or five-year.
2. Identify questions to be answered about effectiveness of program.
3. Choose data collection methods; i.e., telephone survey, mail survey, sampling procedures.
4. Conduct survey with completers and employers.

   --mail
   --telephone

5. Compile and tally responses.
6. Write conclusions based on tally of results and comments of respondents.
7. Develop program recommendations based on conclusions and supportive data.
8. Write a concise follow-up report explaining conclusions and recommendations. (Use charts, graphs, tables to explain findings.)
9. Share report with counselors, teachers and administrators of school district.

EVALUATION:

Coordinators knowledge of where students are now located, what they are now doing, and the impact of work experience on their present job performance reflects the degree to which they have followed upon the placement of their program completers.

AREA OF RESPONSIBILITY: Guidance and Placement B

TASK: Cooperate With Other Placement Personnel 12

EXPLANATION OF TASK:

Placement services in Oregon high schools and community colleges vary a great deal. Many agencies are involved in job placement, including guidance departments, the State Division of Employment and private employment firms.

A school-based placement office can serve as a link for providing job placement for the students of a school district. Without formalized, funded placement offices, the school must rely on the cooperative efforts of guidance staff, work experience coordinators and vocational staff to find jobs for its students.

Cooperation of placement efforts can provide:

- part-time and full-time placements.
- coordinated placement effort among firms in the community.
- sharing of personnel and material resources.

The National Advisory Council for Vocational Education recommended that every school become an employment office for its students. After ten years, this has not come to pass for all Oregon schools and community colleges. If our schools are to have placement services, all staff involved in education for employment must focus on the placement needs of students and provide such services through a cooperative effort of existing agencies, departments and firms.

Work experience coordinators can maintain placement services by completing job order forms on employers that are seeking applications and making job information available to students. Examples of a job order form and employment information sheet is found on following pages.

REFERENCES:	FORMS NEEDED:
None	How to Apply for County Jobs Job Order Form

CHECKLIST:

1. Identify people and placement services that are currently being provided by your school; community.
2. Contact all placement personnel in the area and invite them to attend a coordination meeting.
3. Explain what placement services are currently available and how they can improve them through cooperative efforts.
4. Identify methods for coordinating placement efforts.
5. Develop a plan for coordinated placement services in your area.
6. Obtain approval of plan by all agencies involved in the delivery of placement services.

EVALUATION:

An organized system for moving students from school to work indicates that a cooperative effort has been made.

JOB ORDER FORM

COMMUNITY COLLEGE PLACEMENT OFFICE

DATE RECEIVED

① FIRM

② WHOM TO SEE ④ PHONE

③ ADDRESS RECEIVED BY

⑦ SALARY ⑪ # WANTED ⑫ DATE CLOSED ⑮ PROCEDURE

⑥ JOB TITLE

⑧ DAYS
M-F TH
M FR
T SA
W SU

⑨ HOURS

⑩ JOB BEGINS

FILLED ☐ CANCELLED ☐

⑬ ______ PERMANENT
______ TEMPORARY

☐ CALL FOR APPT.
☐ GO IN PERSON
☐ SEND RESUME
☐ OTHER:
☐
☐

⑤ GENERAL LOCATION

⑭ JOB DESCRIPTION

QUALIFICATIONS

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HOW TO APPLY FOR
COUNTY JOB OPENINGS

MARION COUNTY

Address: 220 High Street N.E. (Third Floor)
Salem, OR

Phone: 588-5165

Application Procedure:

- Open recruitment job opening notices are posted at the address above.
- You may request to have your name placed on the mailing list to receive these job opening notices, for a particular category (i.e. Secretary), by calling the phone number above.
- If there is an open recruitment for a job, you may obtain an application form for the position from the office listed above--fill it out and return it by the deadline listed for that job.
- In addition to filling out an application, some jobs require tests or an evaluation of experience.
- After successfully passing the test or evaluation of experience, your name will be placed on a list of candidates and you are then eligible to be selected for current job openings.

JOB TITLE: ______________________________

DEPARTMENT: ______________________________

SALARY: __________ hourly, monthly, annually

APPLICATION DEADLINE: ____________________

HOW TO APPLY FOR
COUNTY JOB OPENINGS

POLK COUNTY

Address: Polk County Court House
Civil Service Office (First Floor)
850 Main St.
Dallas, OR

Phone: 370-2501 (Use this toll free number from Salem)
623-8179 (Dial this number in Dallas)

Application Procedure:

- Open recruitment job opening notices are posted at the address above. When a new job is posted it is open for a period of two weeks from the posting date.
- You may obtain an application form for any posted position (and a job announcement) from the office listed above--fill it out and return it by the deadline listed for that job.
- In addition to filling out an application, some jobs require written tests or an evaluation of experience and training.
- After the above process is completed, you will be notified by mail whether you have successfully passed the test or evaluation of experience and training.
- If you have successfully passed, your name will be placed on a list of candidates and will remain there for one year. For an entry level position, the top 10 candidates will be interviewed when an opening occurs.

JOB TITLE: ______________________

DEPARTMENT: ______________________

SALARY: __________ hourly, monthly, annually

APPLICATION DEADLINE: ______________

AREA OF RESPONSIBILITY: Guidance and Placement B

TASK: Provide Guidance and Placement Services for Special Needs Students 13

EXPLANATION OF TASK:

Guidance and placement efforts are much more intense when coordinators are working with special needs students. The students require both social and career guidance on a regular basis. The trainer, supervisor and sponsor must all provide guidance to help special needs students make sound decisions concerning their jobs and social relationships.

The elements of a guidance system for special needs students are:

- assessment
- orientation
- progress monitoring
- personal counseling
- job exploration
- job placement

REFERENCES:	FORMS NEEDED:
None	IEP Form Found IN Chapter VII, Example 12

CHECKLIST:

1. Assess skills of each special needs student.
2. Develop an IEP (Individualized Education Plan) that will strengthen the basic skills, work skills and social skills of the student.
3. Conduct orientation sessions with students to assure that they understand what they are supposed to do in class or on the job.
4. Develop training agreements that will help to achieve the objectives of the IEP.
5. Provide close supervision (guidance) through trainer.
6. Keep reports on student progress.
7. Find the placement site that best matches the student's skills with the job requirements.
8. Provide follow-up assistance and guidance to help the student become well established in the job.

EVALUATION:

AREA OF
RESPONSIBILITY: C. COORDINATION

TASKS:		Page
	1. Locate and evaluate training sites	97
	2. Visit training stations	103
	3. Complete training agreements	109
	4. Complete training plans	115
	5. Correlate in-school activities with training station experiences	119
	6. Keep employers informed about legal aspects of work experience	121
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AREA OF RESPONSIBILITY: Coordination C

TASK: Locate and Evaluate Training Sites 1

EXPLANATION OF TASK:

A training station is an actual work site that provides on-the-job learning experiences for students. The coordinator is responsible for locating prospective training stations and determining whether they can provide the students with experiences and skills which are relevant to their career objectives.

Coordinators should identify training stations throughout the school year. Some districts provide extended contracts that allow time for fully evaluating each prospective training station. A training station prospectus should be filed for each training station under consideration.

Training stations must be systematically evaluated to determine whether the training matches with the student's career objective and instructional program. Those sites that fail to meet quality standards should be improved or dropped from the list of training stations.

REFERENCES:	FORMS NEEDED:
None	1. Training Station Prospectus 2. Cooperative Vocational Education Evaluation of Training Station Form

---

CHECKLIST:

1. Using the resource directory (A-12) as a guide, identify potential training stations that satisfy the career objectives of students.
2. Develop a training station prospectus on each potential training station.
3. Eliminate training stations of apparent low quality and unrelated to instructional programs.
4. Using the training station evaluation form, evaluate each training site.
5. Select training stations that offer the most strengths as determined by an evaluation.

EVALUATION:

The quality of training site activities for all work experience students reflects the efforts of coordinators in identifying and selecting stations that meet career objectives.

C
1

TRAINING STATION PROSPECTUS

Company Name ______________________________ Phone ______________

Address ____
street and number city zip

Name and title of contact person ______________________________

Type of training station ______________________________________

Distance from school ____

Number of employees ____________ ______________

Entry level jobs available for cooperative education enrollees:

____

____

Skills required for entry:

____

____

Date of initial contact ____

Was a training station established ______________ If not, why ________

____

Date of subsequent visitations _________________________________

____

____

____

Degree of interest shown by training station ____________________

____

____

It is the policy of the school district that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap should be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity.

C
1

COOPERATIVE VOCATIONAL EDUCATION EVALUATION OF TRAINING STATION FORM

Name of Business ______________________________

Address of Business ______________________________

Contact Person ______________________________

Title of Contact Person ______________________________

Telephone Number ____________ Type of Business ____________

Date ______________

THE TRAINING STATION/EMPLOYER:	YES	NO
1. Relates training to the career objective of the student-learner	____	____
2. Shows an interest in providing instruction for the student-learner while he/she is on the job	____	____
3. Expresses the desire to provide learning experiences which are comparable with the student-learner's capabilities and interests	____	____
4. Indicates the desire to assist in the development of a training plan for the student-learner	____	____
5. Provides time for periodic conferences concerning the student-learner	____	____
6. Works closely with the student-learner or provides an employee who has the technical and personal qualifications, understanding, interest and time to offer guidance and instruction to the student.	____	____
7. Provides a safe and accessible environment appropriate and beneficial for a student-learner	____	____
8. Provides reports pertinent to the Cooperative Vocational Education Program: attendance; evaluation of work skills; personal growth and development of positive employee traits; etc.	____	____

9. Observes all state and federal laws relating to the employment of student-learners ____ ____

10. Uses safe and up-to-date equipment ____ ____

11. Observes federal and state safety laws, rules, regulations ____ ____

12. Agrees to a work/school schedule appropriate for the student/learner ____ ____

13. Agrees to pay the student-learner wages commensurate with other entry-level workers ____ ____

14. Demonstrates non-discriminatory hiring policies and employment practices ____ ____

OVERALL EVALUATION:

ACCEPTED: ____________________

WHY: ____

REJECTED: ____________________

WHY: ____

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AREA OF RESPONSIBILITY: Coordination C

TASK: Visit Training Stations 2

EXPLANATION OF TASK:

Site visits are important for a successful work experience program. Their purposes are to:

- observe students at work.
- discuss with the sponsor the student's duties and performance.
- evaluate student's progress.
- evaluate safety conditions in the training station.

Guidelines for allocating time to site visits are:

1-22 students	5 hours/week or	average 13 minute/student/week
23-42 students	10 hours/week or	average 14 minute/student/week
43-59 students	15 hours/week or	average 15 minute/student/week
60-75 students	20 hours/week or	average 16 minute/student/week

A record of coordination visits should be prepared for accountability purposes and to serve as a reference for the coordinator to plan the visitation schedule.

REFERENCES:

None

FORMS NEEDED:

1. Business/Industry Visitation Schedule
2. Coordination Log
3. Record of Visits for Individual Training Stations

CHECKLIST:

1. Determine percentage of time that should be spent visiting the work site.
2. Calculate total work time (per week) to be spent in visitations.
3. Determine the reasonable number of visits that can be completed within the total time allocation.
4. Develop a schedule (weekly, monthly) to insure that all work experience stations will be visited regularly.
5. Schedule visits with training station sponsors and identify the major purpose for the visit.
6. Conduct site visits.

   --review student's tasks.
   --check to see if dress is appropriate.
   --identify student strengths and weaknesses on job.
   --discuss additional training activities needed.
   --ask for recommendations on related class.

7. Complete a coordination log form on site visit for accountability purposes and for future scheduling of visits.
8. Record of visits to individual training stations should include:

   --name of business
   --address
   --telephone number
   --date of visit
   --purpose of visit
   --name of contact
   --position of contact
   --next call date

EVALUATION:

The average amount of time/per student/per week can be calculated from log records and compared to recommended standards.

C
2

COORDINATION LOG

SCHOOL____

COORDINATOR_______________________________________

PERIOD FROM____________________19__ to____________________19__

DATE	PLACE AND PERSON VISITED TRAINING STATION/JOB SPONSOR	PURPOSE OF COORDINATION VISIT	NUMBER OF MILES DRIVEN

TOTAL NUMBER OF STUDENT-LEARNERS VISITED __________

TOTAL NUMBER OF TRAINING STATIONS/FIRMS VISITED __________

TOTAL NUMBER OF MILES DRIVEN __________

COMMENTS:

SIGNATURE:

It is the policy of the school district that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap should be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity.

BUSINESS/INDUSTRY VISITATION SCHEDULE

Cooperative Education Coordinator:
Name____

For the period beginning ______________ 19__ to ________________ 19__

DATE	TIME	TRAINING STATION VISITED	PURPOSE OF CALL

Signature______________________________

It is the policy of the school district that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap should be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity.

RECORD OF VISITS FOR INDIVIDUAL TRAINING STATIONS

Date	Next call date	Purpose of call

BUSINESS: ______________________ Telephone: ______

ADDRESS: ____

Names of Contact	Position

Comments:

AREA OF RESPONSIBILITY: Coordination C

TASK: Complete Training Agreements 3

EXPLANATION OF TASK:

The training agreement is a written agreement developed cooperatively between the employer, coordinator, student and parent.

It outlines the responsibilities of the employer and student and the legal conditions of employment. It defines what is expected of each of the parties involved in the agreement.

A training agreement should include:

- career interest or objective of student.
- job activities.
- related vocational instruction.
- responsibilities of the employer, student and coordinator.
- duration of training period.
- minimum and maximum hours of work per week.
- daily hours to be worked.
- beginning wage.
- special learning objectives.

A training agreement establishes a relationship between the student and employer. It defines the expectations for all interested parties in concise terms.

Each party should receive a written and signed copy of the agreement.

REFERENCES:	FORMS NEEDED:
None	Training Agreement

CHECKLIST:

1. List employer name, address and telephone number.
2. Identify Federal Hazardous Work Order Deviation, if appropriate.
3. Identify the training station supervisor.
4. Determine the starting date for employment.
5. Identify insurance provisions for the student.
6. List the student's name, address, telephone number, social security number, drivers license number, age, grade, birth date and expected completion date.
7. Determine the rate of pay, daily time schedule and weekly maximum work hours.
8. Identify the student's career objective.
9. Identify job tasks and activities to be received at the training station.
10. Identify related vocational training to be completed in school.
11. Identify employer's responsibilities to the program.
12. Identify student's responsibilities to the program.
13. Obtain signatures of the student, employer, parent and coordinator.
14. Provide a copy of the training agreement to the student, employer and parent.

EVALUATION:

Filed copies of training agreements for all students on work experience.

C
3

_______________________ Department
Oregon State University

Cooperative Education Internship
LEARNING AGREEMENT

Placement Begins__________ Ends__________

STUDENT
Last Name______________________________ First______________________________ MI______

Address____ Phone__________

Permanent Address____ Phone__________

S.S.#:__________________ Age____ Sex____ Major______________________________

Class Standing: Freshman ☐ Sophomore ☐ Junior ☐ Senior ☐ Grad ☐

COOP PLACEMENT
Placement Site______________________________ Job Title______________________________

Supervisor/Employer______________________________ Title______________________________

Address____ Phone__________

Payment: Salary ☐ Coop Stipend ☐ Work Study ☐ Non-Pay ☐ Pay per mo.______ Hrs. per wk.______

UNIVERSITY
Faculty Supervisor______________________________ Department______________________ Phone________

Non-Credit ☐ Credit ☐ Course Seq. #________ No. of Credits______ Coop Credits to Date________

JOB DESCRIPTION: Write a brief description of your employer's mission, your role, and enumerate your specific duties. (Use a separate sheet of paper, if necessary and attach.)

LEARNING OBJECTIVES: List what you want to be able to do by the end of the quarter. (At least three.)

LEARNING ACTIVITIES: What reading, writing, and on-the-job interviewing will you do to accomplish the learning objectives listed above?

EVALUATION: What evidence will you provide to your faculty sponsor to document that you have achieved your learning objectives? List dates when you will meet with your faculty sponsor for consultation and evaluation.

Your signature means you have read and agreed to this contract. This agreement may be terminated by the student, Faculty Coordinator, or the employing organization upon receipt of two weeks written notice. All signatures are required for the Learning Contract to be valid and in force. Return all five copies to your Faculty Coordinator.

Coop Student______________________________ Date______ Placement Site Supv/Emp______________________ Date______

Faculty Advisor______________________________ Date______ Faculty Coop Coord______________________ Date______

*Copies: Student - White, Student's Advisor - Green, Coop Office - Canary, Placement Site Supervisor/Employer - Pink
Faculty Coop Coordinator - Goldenrod

*For future NCR's.

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LINN-BENTON
COMMUNITY
COLLEGE

C
3

COOPERATIVE WORK EXPERIENCE AGREEMENT

TERM ☐ Fall ☐ Winter ☐ Spring ☐ Summer ____________ Date

Name ____________ SSN ____________ CWE Program ____________

Mailing Address ____________ City ____________ Zip ____________ Phone ____________

has permission to register for and will receive ____________ credits (____________ clock hours/____________ hours per week) of

Cooperative Work Experience TLN ____________, ____________ upon successful completion of the work experience with:

Name of Firm or Agency ____________ Supervisor at Work Site ____________

Address ____________ City ____________ Zip ____________ Phone ____________

Type of Work Experience ____________

Wage ____________ per ____________
Unpaid ☐
Normal Work
Hours ____________
Seminar ____________

☐ Full time
☐ Part time

GI Bill?
☐ Yes ☐ No

Workers Compensation paid by
☐ Employer
☐ LBCC-CWE
☐ WORK STUDY
☐ Other
☐ No Coverage

Previous CWE Credits
Total ____________
Last term
CWE Credits Received
____

Student

I agree to work as shown above to receive CWE credit. **I will keep the CWE Coordinator informed of any change in my work status.** In order to receive academic credit, I must be enrolled in a CWE related seminar.

In compliance with the Federal Family Education Rights and Privacy Act of 1974, I authorize release of school records and other records maintained by the Cooperative Work Experience Office and personnel in connection with the Cooperative Work Experience Program. It is understood that such information will be discussed only with potential employers or faculty, and that such persons will be enjoined from releasing this information to any third party.

Employer

I will employ the student as described in accordance with company rules and regulations. This student will receive credit for the satisfactory completion of the above CWE course. Although this is not intended to be a binding employment agreement, if any difficulty should arise I will contact the coordinator and try to resolve the issue. If the student is a participant in a nonpaid work experience LBCC will provide Workers Compensation Insurance Coverage for work related injury only. It is the employer's responsibility to comply with all State and Federal health and safety regulations.

Routing

The original of this form must be signed by all parties and returned to the CWE Coordinator or CWE Office. The second (yellow) copy is the employer's

Linn Benton Community College is an Equal Opportunity/Affirmative Action/Section 504/Title IX Institution.

____________ Employer ____________ CWE Coordinator ____________ Student

C
3

NORTH CLACKAMAS SCHOOL DISTRICT #12

COOPERATIVE WORK EXPERIENCE

TRAINING AGREEMENT

Student Employee: ______________________ Birth Date ____________ Age ________

Student Address: ______________________ Telephone ____________

Social Security No.: ______________________ Rate of Pay ____________

Training Station: ______________________ Telephone ____________

Training Station Address: ______________________

Immediate Supervisor: ______________________ Position: ____________

Report Time: ____________ Departure Time ____________ Hours worked per week ____________

Student Job Title: ______________________ Cluster Area ____________

The **Student-Employee** agrees to:

1. Keep regular attendance, both in school and on the job, and will notify the school and employer if unable to report. Student should not work on any school day that he/she fails to attend school.
2. Show honesty, punctuality, courtesy, a cooperative attitude, proper health and grooming habits, appropriate dress and willingness to learn.
3. Consult the coordinator about any difficulties arising at the training station.
4. Conform to the rules and regulations of the training station.
5. Furnish the coordinator with all necessary information, complete all necessary reports, and keep a daily record of time.
6. Arrange own transportation to and from training station.
7. Abide by conditions outlined in the CWE student handbook.

I realize that failure to comply with all rules and regulations associated with the CWE Program may result in my removal from the Program.

Student Employee's Signature ______________________ Date ____________

The **Parent** agrees to:

1. Encourage the student employee to effectively carry out duties and responsibilities.
2. Share the responsibility for the conduct of the student employee while in the Program.
3. Be responsible for the safety and conduct of the student employee while traveling to and from the school, the training station and home.

I hereby give my consent for ______________________ to participate in the NCSD Cooperative Work Experience Program during the current school year. I agree to cooperate by keeping him/her on schedule and to help develop enthusiasm and good work habits.

Parent/Guardian Signature ______________________ Date ____________

The **Employer** agrees to:

1. Adhere to all federal and state regulations regarding employment, insurance, safety, child labor laws, minimum wages and other applicable regulations.
2. Provide the student employee a variety of learning experiences related to the occupation.
3. Consult the coordinator about any difficulties arising at the training station.
4. Assist in the evaluation of the student employee and provide time for consultation with the coordinator.
5. Employ student employee at least an average of fifteen hours per week.

Employer's Signature ______________________ Date ____________

The **School** agrees to:

1. Provide a work experience coordinator/instructor to visit the training station when necessary.
2. Assist employer in solving any problems relating to the student employee's work experience.
3. Assist employer in planning meaningful experiences for the student employee.
4. Grant one semester of cooperative work experience credit after satisfactory performance of duties as determined by the coordinator and the employer.

Coordinator's Signature ______________________ Date ____________

White copy — District CWE Coordinator **Yellow copy — cluster teacher** **Pink copy — student** **Gold copy — employer/supervisor**

08-003A-4/81

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SPECIAL NEEDS PROGRAM
WORK EXPERIENCE TRAINING AGREEMENT
CORVALLIS SCHOOL DISTRICT

Student Name ______________________ School ____________ Date ________

Address ______________________ Phone ____________ Grade ________

Birthdate ____________ Social Security # ____________ Work Permit ___Yes ___No

Agreement Per. ____ to ____ Teacher/Adv. ____________ Voc. Program ____________

Employer (worksite) ______________________ Supervisor ____________

Employer address ______________________ Phone ____________

SAIF paid by ____ School ____ Employer

Contact Class ______________________ Instructor ____________

Work Experience credit will be authorized upon the student's successful completion of contact class.

****

The Student agrees to:

1. Keep regular attendance both in school and on the job, and not work on any week day that s/he does not attend school, unless absence is authorized by school authorities; notify employer and vocational trainer by phone or message if s/he is unable to report as scheduled.
2. Use proper work habits. This includes showing honesty, punctuality, courtesy, a cooperative attitude, proper health and grooming habits, good dress and willingness to learn.
3. Consult the vocational trainer/coordinator about any difficulties arising at the training station.
4. Conform to the rules and regulations of the training station.

Student Signature: ______________________ Date: ____________

The Vocational Office agrees to:

1. Train the student until s/he is independent on the job.
2. Visit and evaluate the student's progress at the training station.
3. Help the employer plan meaningful experiences for the student.
4. Help student relate classes to work experience.
5. Grant work experience credit after satisfactory performance of job duties and completion of academic requirements as determined by the Work Experience coordinator, the employer and the student's contact class instructor.

Voc. Staff Signature: ______________________ Date: ____________

The Parent agrees to:

1. Encourage the student to effectively carry out his duties and responsibilities.
2. Share the responsibility for the conduct of the student while in the program.
3. Be responsible for the safety and conduct of the student while s/he is traveling to and from school, the training station, and home.

Parent Signature: ______________________ Date: ____________

The Training Sponsor agrees to:

1. Try to employ the student approximately _____ hours each week during the training period.
2. Conform to all Federal and State regulations regarding employment, safety, child labor laws, minimum wage (if applicable) and other pertinent regulations.
3. Consult the voc. trainer/coord. about problems related to work experience.
4. Provide meaningful work experiences for the W.E. student.
5. Provide time for consultation with the voc. trainer/coord. concerning the student.

Employer Signature: ______________________ Date: ____________

AREA OF RESPONSIBILITY: Coordination C

TASK: Complete Training Plans 4

EXPLANATION OF TASK:

The training plan helps to organize the classroom instruction and correlate it with the training station experiences. Checklists that define the skills, knowledge and attitudes required are helpful for training plan development. Many such checklists have been developed to keep student progress records. The coordinator and sponsor can record training plan responsibilities for specific tasks on the skills card. That same record can be used to evaluate student progress.

A training plan must focus on the student's career interest and career objectives. It should include:

- a statement of a career objective.
- a list of planned learning experiences.
- identification of on-the-job experiences that need to be correlated with classroom instruction.
- a record of the student's proficiency level.

A training plan is more detailed than the training agreement and is directed at the delivery of instruction to the work experience student. A good training plan might be described as an individualized lesson plan for work experience students, including the planned learning activities for both in-school instruction and job-site experiences.

Example training plans have been included in Chapter VII of this guide.

REFERENCES:	**FORMS NEEDED:**
None	Training Plan Form

CHECKLIST:

1. Develop or obtain a skills card, skills checklist, task inventory or other documents that identify the skills, knowledge and attitudes needed for entry-level employment in the specific occupational area.
2. Have instructors identify which of these will be developed in their instructional program.
3. Meet with the training station sponsor and have them identify skills, knowledge and attitudes that can be developed at the training station.
4. Identify those skills, knowledge and attitudes that will not be developed in the related class or at the work station. (This can be the basis for rotations in work stations.)
5. Complete the information on the training plan form.
6. Duplicate the training plan and provide copies to the student and training site sponsor.
7. Utilize the training plan as "blueprint" for delivery of instruction.
8. Revise the plan if necessary.

EVALUATION:

Complete training plans (on file) for each student in the work experience program.

FORMAT

C
4

SUGGESTED SCHOOL YEAR TRAINING PLAN

Student/Trainee ____________________
Date of Birth ____________________
Address ____________________
____
Telephone No. (   ) ____________________
Student Job Title ____________________
Student Career Interest ____________________
____

Training Station ____________________
Training Sponsor ____________________
Title ____________________
Address ____________________
____
Telephone No. (   ) ____________________
Coordinator ____________________
School ____________________

Task No.	LEARNING ACTIVITIES Duties and Tasks	Learning Locations TS ✓	 LAB ✓	Sept. Oct.	Nov. Dec. Jan.	Feb. March April	May June
A	PERFORMING ADVERTISING ACTIVITIES:						
1	Demonstrate knowledge of store advertising activites.						
2	Describe advertised merchandise to customers.						
B	COMMUNICATING INFORMATION:						
1	Give verbal presentations.						
2	Use telephone correctly.						
3	Demonstrate business-like introductions.						
4	Complete written forms and reports.						
5	Demonstrate listening skills.						
6	Participate in employee meetings.						
7	Keep confidential certain store information.						
8	Suggest change to management.						
9	Distribute store information.						
C	DISPLAYING MERCHANDISE:						
1	Plan counter, window and interior displays.						
2	Build counter, window and interior displays.						
3	Perform display housekeeping.						
4	Design and letter signs.						
5	Dismantle displays.						

Task No.	LEARNING ACTIVITIES Duties and Task	Learning Locations		Sept. Oct.	Nov. Dec. Jan.	Feb. March April	May June
		TS ✓	LAB ✓				
D	APPLYING HUMAN RELATIONS SKILLS:						
1	Demonstrate positive personality traits.						
2	Participate in student organizations and/or local business organizations.						
3	Answer customer inquiries.						
E	MANAGING STORE FUNCTIONS:						
1	Assist with training of other employees.						
2	Encourage employee morale.						
3	Follow store policies and procedures.						
4	Follow lines of authority within store plan.						
5	Organize job tasks.						
6	Place stock within a department.						
7	Explain customer services and facility locations.						
8	Practice expense control.						
F	USING MATHEMATICS:						
1	Perform basic mathematical computations.						
2	Make change.						
3	Write sales checks.						
4	Compute sales tax.						
5	Operate a cash register/terminal.						
6	Examine and process a check sale.						
7	Process a charge sale.						
8	Process customer returns.						
9	Check out cash register/terminal.						
G	PERFORMING MERCHANDISING ACTIVITIES:						
1	Count stock.						
2	Place an order.						
3	Comparative shop.						

AREA OF RESPONSIBILITY: Coordination C

TASK: Correlate In-school Activities With Training Station Experiences 5

EXPLANATION OF TASK:

The coordinator is responsible for planning and conducting related vocational instruction to meet the occupational needs of students.

In some cases, such instruction is conducted through established vocational classes which relate directly to the student's occupational objective. Other programs offer seminars in job search techniques, employee/employer relations, human relations, safety, personal skills and communications. The coordinator must evaluate the related instruction available and make sure that the students are fully prepared for employment.

Successful coordination depends on the coordinator's ability to work with the occupational instructor in correlating the in-school experiences with the activities of the job site. Without the help of the occupational instructors, the coordinator will be shortchanged in developing the full potential of the program. Cooperating instructors should be regarded as additional staff resources for the work experience program.

Checklists of requirements for entry-level employment provide a sound base for coordinating and correlating in-school activities with training station experiences.

REFERENCES:	FORMS NEEDED:
	None

CHECKLIST:

1. Review training plans of enrolled students.
2. Ask advisory committee members to participate in related class activities.
3. Review appropriate task analyses in the occupation for which the student is being trained and identify any gaps in the program.
4. Collect suggestions for related instruction from sponsor and student during visits to the training station.
5. Use individualized approaches to meet the needs of each student.
6. Monitor the related instruction and training station activities through the skills checklist to avoid having large areas of deficiency in the total training program.

EVALUATION:

Student progress evaluation is the best indicator of whether on-job experiences have been correlated with related instruction.

AREA OF RESPONSIBILITY: Coordination C

TASK: Keep Employers Informed About Legal Aspects of Work Experience 6

EXPLANATION OF TASK:

The coordinator is responsible for informing training station sponsors about Oregon laws, rules and regulations that relate to the employment of work experience students. Also, the coordinator is responsible for keeping employers informed about federal laws that affect work experience students. Listed below is some legislation that affects employment of students:

- child labor laws
- hazardous occupation orders
- work permit requirements
- minimum age laws
- minimum wage laws
- subminimum wage laws
- insurance requirements
- workers' compensation

The coordinator should remain current on the legal requirements of work experience and share this knowledge with the training sponsors. This will alleviate employer concerns about the legal and fiscal responsibilities of being involved in the work experience program.

Detailed information on current laws, rules and regulations that affect work experience are found in Chapter IV of this guide.

REFERENCES:	FORMS NEEDED:
Chapter IV	None

CHECKLIST:

1. Maintain an up-to-date file of federal and state laws, rules, regulations and orders that affect students in work experience including how they affect your local program.
2. Simplify relevant information and share with employers.
3. Respond to inquiries from employers and provide them with interpretations of legal requirements.
4. Attend seminars and inservices that explain or update legal requirements. Share this new information with sponsors.

EVALUATION:

The level of trust between employers and the coordinator is based upon the ability of the coordinator to provide up-to-date legal information and reflects their confidence in the coordinator's ability to avoid legal entanglements that arise from the employment of students.

AREA OF RESPONSIBILITY: Coordination C

TASK: Evaluate Student Performance 7

EXPLANATION OF TASK:

Coordinators should visit each training station periodically to evaluate the student's progress. Evaluations should include the training station supervisor and the student in a joint conference with the coordinator. Together they should determine:

- whether the classroom instruction and work experience is meeting the objectives of the training plan.
- whether the student's needs and expectations are being met.
- if the training plan or related instruction needs to be altered.
- whether the student is meeting the expectations of the employer.

The evaluation should identify strengths and weaknesses in student performance and define areas of needed improvement.

A follow-up conference between students and coordinator should be scheduled to review the evaluation results. If necessary, students must be encouraged to improve their performance at the training station.

On-site observations of student performance should be conducted every four weeks at a minimum. Evaluation should be made at the end of each nine-week grading period.

REFERENCES:	FORMS NEEDED:
None	Employee Progress Report Evaluation Form

CHECKLIST:

1. Hold a joint evaluation conference with the student and training sponsor.
2. Identify strengths and weaknesses in the student's performance.
3. Determine additional training activities needed by the student.
4. Conduct a follow-up conference with the student to review performance evaluation.

EVALUATION:

Filed copies of student performance evaluations are evidence of completion of this job.

NEWBERG HIGH SCHOOL
CWE Student Employee Performance Review

Date: ______________________________ Hire Date: ______________________________

Student Name: ______________________________ Work Station: _______________

Dept: _______________ Position: _______________ Supervisor: _______________

Evaluation Period: From: ____________________ to: _________________________

I. JOB PERFORMANCE

1. QUALITY OF WORK
   a. ( ) Maintains very high quality standards.
   b. ( ) Does job completely and thoroughly.
   c. ( ) Satisfactory performance.
   d. ( ) Sometimes requires reminding on the quality of work performed.
   e. ( ) Quality of work below our standard.

2. VOLUME OF WORK
   a. ( ) Unusually high output--meets emergency demands well.
   b. ( ) Consistently turns out more than average.
   c. ( ) Finishes allotted amount.
   c. ( ) Does not carry fair share.

3. KNOWLEDGE
   a. ( ) Excellent knowledge of assigned and related jobs.
   b. ( ) Has mastered all phases of assigned job.
   c. ( ) Good, but needs improvement.
   d. ( ) Limited understanding of assigned job.
   e. ( ) Unsatisfactory level of job knowledge.

II. CAPACITY

1. ABILITY TO LEARN
   a. ( ) Learns with exceptional rapidity.
   b. ( ) Grasps instructions readily.
   c. ( ) Average ability to learn new things.
   d. ( ) Somewhat slow in learning.
   e. ( ) Limited in learning new duties.

2. INITIATIVE AND RESPONSIBILITY
   a. ( ) Seeks additional work and responsibility.
   b. ( ) Pushes work through on own initiative.
   c. ( ) Normal supervision required--not a self starter.
   d. ( ) Needs considerable supervision.

3. JUDGMENT
   a. ( ) Outstanding ability to reach sound and logical conclusions.
   b. ( ) Action generally based on good reasoning.
   c. ( ) Average judgment.
   d. ( ) Usually makes decisions without considering all alternatives.
   e. ( ) Poor judgment.

III. ATTITUDE TOWARD JOB

1. INTEREST
   - a. ( ) Shows intense enthusiasm and interest in all work.
   - b. ( ) Shows interest-enthusiasm is not sustained.
   - c. ( ) Passive acceptance-rarely shows enthusiasm.
   - d. ( ) Shows little or no interest.

2. ATTENDANCE RECORD
   - a. ( ) Always on time and dependable.
   - b. ( ) Shows responsibility toward regular attendance.
   - c. ( ) Occasionally late or absent.
   - d. ( ) Often late or absent or health seems to preclude regular attendance (explain).

3. USE OF EQUIPMENT AND SUPPLIES
   - a. ( ) Superior use of equipment and supplies.
   - b. ( ) Exercises care.
   - c. ( ) Average in use of equipment and supplies.
   - d. ( ) Encounters difficulty in this area.

IV. PERSONAL QUALIFICATIONS IN RELATION TO THE REQUIRMENTS OF THE JOB

1. PERSONAL GROOMING
   - a. ( ) Neat and in good taste.
   - b. ( ) Neat, but occasionally dress is not appropriate for work station.
   - c. ( ) Sometimes careless about appearance.
   - d. ( ) Untidy.

2. TACT AND COURTESY
   - a. ( ) Tactful and considerate of others.
   - b. ( ) Occasionally untactful and inconsiderate.
   - c. ( ) Cooperates reluctantly or sometimes causes dissention.

3. OBSERVANCE OF CONFIDENTIAL NATURE OF WORK STATION
   - a. ( ) Respects the confidentiality of the work station.
   - b. ( ) Inconsistent in observing confidentiality of the work station.
   - c. ( ) Careless; tends to violate the confidentiality of the work station.

Comment: ____

____

____

Signature of Student: ______________ Signature of Supervisor: ____________

Approved by: ___________________________

Please return one copy to MRS. GOLDADA MEHRER, COORDINATOR, COOPERATIVE WORK EXPERIENCE, NEWBERG HIGH SCHOOL, ELLIOTT ROAD, NEWBERG, OREGON 97132.

AREA OF RESPONSIBILITY: Coordination C

TASK: Coordinate Student Termination and Relocation in Training Stations 8

EXPLANATION OF TASK:

Students sometimes lose their work experience jobs for one of several reasons. Training stations may refuse to follow a training plan, they may lay off workers or there may be a personality difference between student and employer. Regardless of the reason, it is a general policy to relocate the student at another work station. The relocation of students should occur after the student, parent, coordinator and employer have agreed to a change in training stations.

For the protection of all persons concerned with termination and relocation, a written policy should be adopted to cover the various reasons for a transfer.

Sometimes students are transferred to other training stations in order to improve their training opportunities. The coordinator should carefully weigh the merits of both training stations before recommending this type of relocation. It can have implications for future placement opportunities for the student.

For protection of employers and the school district, a school policy should define the procedures for termination of students.

When training is interrupted for any reason, the coordinator should attempt to relocate the student into another training station.

REFERENCES:	**FORMS NEEDED:**
None	Student Transfer Form

CHECKLIST:

1. Develop a set of written procedures for termination of students in training stations.
2. Arrange a meeting with the sponsor and the student in conflict or decide if termination is final or if student can be reinstated upon meeting the conditions of employer.
3. Determine if the job should be terminated or if the situation can be resolved.
4. If termination is the only solution, discuss the reasons.
5. Determine if sponsor wants to continue the program.
6. Reassess the student's career interest.
7. Discuss the student's strengths and weaknesses.
8. Write a new training agreement with the employer in a new training station.
9. Have student complete the termination report.
10. Have student write a report on experiences on the job.
11. Establish student in a new work station.

EVALUATION:

A coordinator has performed well if the old training station asks for a replacement for the student that was terminated.

C
8

STUDENT TRANSFER FORM

Student-Learner____________________________Transfer Date______

Present Training Station______________________________________

Present Training Sponsor______________________________________

New Training Station____

New Training Sponsor____

REASON FOR TRANSFER:

COMMENTS:

DATE________________SIGNATURE____________________________

Coordinator

It is the policy of the school district that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap should be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity.

AREA OF RESPONSIBILITY: Coordination C

TASK: Complete Records and Forms 9

EXPLANATION OF TASK:

The work experience coordinator must keep many records and fill out a variety of forms. Most of these forms are standardized and require a minimum of explanation. Because recordkeeping is a time-consuming job, coordinators must develop their own techniques for completing the necessary records and forms. Some of the commonly used forms are provided in this guide under appropriate sections. Others are found in the following pages. Some common records and forms are:

- training station prospectus (C-1)
- training station evaluations (C-1)
- student transfer forms (C-8)
- student evaluation forms (C-7)
- training agreements (C-3)
- training plans (C-4)
- visitation schedules (C-2)
- coordination logs (C-2)
- wage and hour record (follow this job sheet)
- targeted job credits certification.
- eligibility determination worksheet--TJTC (Chapter IV)

All of the above listed forms are found in this guide. Most of them are included with the appropriate job sheets as referenced above.

REFERENCES:	FORMS NEEDED:
None	All forms listed above.

CHECKLIST:

1. Maintain a filing system that will allow reference to:

   --coordinator's activities, schedules, logs
   --on-the-job file for each student
   --work station file, prospectus, evaluation

2. Organize student information for quick retrieval.

3. Keep a supply of blank forms for each record to be maintained.

4. Review files periodically to remove items that are not needed.

5. Identify federal, state and local school district policies as to the information that can be kept in a student file.

EVALUATION:

A functional system for keeping records on a work experience program that offers quick retrieval of information.

C
9

STUDENT-LEARNER'S WAGE AND HOUR RECORD

FROM ______________________ 19__ to ______________ 19__

STUDENT-LEARNER ______________________________

TRAINING STATION ______________________________

TRAINING SPONSOR ______________________________

DAY	HOURS WORKED	RATE	TOTAL EARNINGS
MONDAY	________	____	________
TUESDAY	________	____	________
WEDNESDAY	________	____	________
THURSDAY	________	____	________
FRIDAY	________	____	________
SATURDAY	________	____	________
SUNDAY	________	____	________
TOTAL FOR WEEK	________	____	________

COMMENTS:

DATE: ______________ STUDENT-LEARNER: ______________
SIGNATURE

It is the policy of the school district that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap should be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity.

AREA OF RESPONSIBILITY: Coordination C

TASK: Coordinating Work Experience for Special Needs Students 10

EXPLANATION OF TASK:

The special needs work experience coordinator and training staff must keep many records and fill out a variety of forms. Recordkeeping on special needs students must be clearly laid out to show that the goals on the student's IEP (Individualized Education Plan) are being honored. Some forms that can be used are:

- work experience training agreement (pages 111-114)
- documentation form for trainer time (page 261)
- vocational skills record (page 263)
- training data sheet (page 265)
- trainer feedback (page 267)
- social worker skills checklist (page 269)
- annual cooperative education report (page 161)
- student's wage and hour record (page 133)
- student transfer form (page 129)

The Individual Education Plan (IEP) is the roadmap to successful coordination of work experience for special needs students. The forms are vehicles for completing the IEP. The IEPs should be carefully planned to assure optimum success for the student.

REFERENCES:	FORMS NEEDED:
None	None

CHECKLIST:

1. Maintain a filing system that will allow reference to:

   -coordinator and trainer activities, schedules, logs.
   -file for each student that contains referrals taken in class or on-the-job references.

2. Maintain log of information, confidential and otherwise, to document student's progress and anything that may have influenced student's progress.

3. Organize student information for quick retrieval.

4. Keep a supply of blank forms for each record to be maintained.

5. Review files periodically to update forms.

6. Identify federal, state and local school district policies as to the information that can be kept in a student file.

EVALUATION:

Success is based on the coordinator's ability to develop and carry out the special needs student's individualized education plan.

AREA OF RESPONSIBILITY: Coordination C

TASK: Provide Program for Orientation and Development of Training Sponsors 11

EXPLANATION OF TASK:

Employers offer the work experience student a more realistic exposure to job supervision than can be obtained in the home or school setting. However, they know very little about teaching methods and techniques. Cooperative education must involve a level of trust between student, coordinator and employer that allows each party to benefit from the skills of the other two parties. The coordinator must spend considerable time in sponsor orientation and development if maximum utilization of training stations is an expectation.

Orientation and development of training sponsors begins with the training plan and agreement. The coordinator must provide clear explanations on the status of the student in the training station, the meaning of the training agreement and the importance of following the training plan so that related instruction can be correlated with training site experiences. The initial orientation will establish a framework for instruction at the training station.

The development of training station sponsors must be a continuing process that reinforces the following responsibilities:

- working cooperatively with coordinator
- keeping informed on related class instruction
- providing "hands-on" experiences to students
- teaching specific job skills and technical information
- emphasizing responsibility and dependability to student
- helping students develop a positive attitude toward employment
- following training agreement and plan

As the positive relationship with the training sponsor grows, the coordinator will be able to offer suggestions for improving on-the-job instruction. The sponsors will improve their teaching skills and the coordinator will acquire supervision skills if a true cooperative relationship exists between the school and employer.

REFERENCES:	FORMS NEEDED:
None	None

CHECKLIST:

1. Provide sponsor with an orientation to the work experience program. Include:

   --the status of the student in the program.
   --the purpose of training agreements.
   --the use of a training plan.

2. Provide sponsors with a program that develops their abilities to instruct students at the training station.

   --clarify learning objectives as often as necessary.
   --share instructional approaches that seem to work with specific students.
   --offer suggestions on working with attitudinal problems.
   --help reinforce their basic responsibilities as a training sponsor.

3. Evaluate the training stations periodically to identify the needs for sponsor development.

4. Plan strategies for continuing development of sponsors.

EVALUATION:

Longevity of a firm as a training station is determined by the orientation and development of the training sponsor.

AREA OF
RESPONSIBILITY: D. PUBLIC RELATIONS

Page

TASKS:

1. Inform civic and business groups about work experience program 141
2. Inform student body about program 143
3. Develop promotional brochures 145
4. Prepare in-school displays 149
5. Prepare news releases 151
6. Conduct recognition activities for employers and employees 155
7. Prepare an annual report on program accomplishments 159

AREA OF RESPONSIBILITY: Public Relations D

TASK: Inform Civic and Business Groups About Work Experience Program 1

EXPLANATION OF TASK:

Coordinators should take all opportunities to speak to civic and business groups about work experience education. By explaining the program, the coordinator can establish a positive relationship with the business and industry sectors. A positive relationship eases the task of creating training stations for work experience students.

A mediated presentation is a very effective way to provide an overview of the program to civic and business groups. The groups should be allowed to ask questions and make suggestions on the development of work experience in the community. If possible, provide brochures or other handouts that briefly describe the program and provide the name of a contact in the school.

REFERENCES:	FORMS NEEDED:
None	None

CHECKLIST:

1. Inform local civic and business organizations about the work experience program through members and let it be known that you are willing to make presentations to groups.

2. Accept invitations to make a presentation at their regular meetings.

3. Schedule work load to permit attendance at the meeting.

4. Organize a presentation of the work experience program that uses examples and illustrations to:

   --explain the purpose and goals of the program.
   --explain how the program operates.
   --invite those interested in becoming sponsors to contact the coordinator.
   --allow listeners to ask questions.

5. Distribute a handout or brochure that gives brief explanation of the program.

6. Collect names of members that show interest in further involvement with the work experience program.

EVALUATION:

The number of presentations and quality of the responses to presentations will evaluate the effectiveness of the coordinator's efforts with civic and business organizations.

AREA OF RESPONSIBILITY: Public Relations D

TASK: Inform Student Body About Program 2

EXPLANATION OF TASK:

A positive relationship must be maintained with the student body if we expect continued enrollment in work experience programs. The image of work experience will determine whether students enter the program.

A good image can be developed with students through orientation sessions, planned information programs and recognition for student involvement.

A planned information program is more effective than impromptu attempts to publicize the program. A variety of media should be utilized in providing information to students. They include:

- local and school newspaper articles on student activities, success stories and program information.
- flyers, brochures, bulletin boards and posters.
- student presentations before student groups.
- coordinator presentations before student groups.
- career clinics for students conducted by employers and work experience students.
- employer visits to classes.
- displays and exhibits at school, fairs and conventions.
- personal contacts by coordinator.
- radio and television appearance by coordinator and students.

Information should be delivered on a planned schedule that provides a continuous flow of publicity about the work experience programs.

REFERENCES:

None

FORMS NEEDED:

None

CHECKLIST:

1. Identify target audiences within student body.

   --classes
   --organizations

2. Plan content to be delivered to student audiences, including:

   --purpose and goals of work experience
   --job opportunities
   --credits and schedules
   --responsibilities
   --benefits

3. Plan a system to effectively deliver information to student groups. Use:

   --newspaper, radio, television
   --brochures, bulletin boards, posters
   --clinics, seminars, oral presentations
   --field trips, resource speakers
   --displays, exhibits

4. Plan a schedule for delivery that allows a continuous flow of information to students, such as a public relations calendar with information on activities for each month.

5. Evaluate the quality of activities and revise the public relations calendar to offer the most effective delivery of program information to students.

EVALUATION:

This job can be evaluated by reviewing the public relations calendar that defines the content, media to be used and timelines for delivery of program information to students. The planned activities must be implemented according to the timelines of the plan.

AREA OF RESPONSIBILITY: Public Relations D

TASK: Develop Promotional Brochures 3

EXPLANATION OF TASK:

The brochure is a good promotional tool for mass distribution to parents, employers and students. It is an effective device for telling the story of work experience and for recruiting students and training stations.

Brochures are usually printed on one sheet of paper with a single or multiple folds. Graphics, illustrations and logos are often used to enhance a brochure. The content must be clear and concise, covering the fundamentals of the program with a minimum of copy. Yet it must be comprehensive enough to attract the attention of all target audiences. If that is not possible, consideration should be given to specific brochures for each target audience.

If budgets permit, a professional graphics artist should be employed to design the logo and make the needed illustrations for the brochure. Likewise, the brochure should be printed in a shop that is known for the quality of its products. Typesetting usually reproduces better than typewritten masters.

Representatives of each large audience should review the rough draft to assure that the brochure communicates well. The draft should be reviewed for the following:

- understanding of content message
- reading level
- errors
- graphics communication
- format problems

Many good brochures have been developed for cooperative work experience. The coordinator may want to collect several of these and adapt the format and content to meet local needs. This would save the time and expense of developing a new brochure.

REFERENCES:	FORMS NEEDED:
Example brochure	None

CHECKLIST:

1. Identify purpose of the brochure and message to be conveyed.
2. Identify audiences to receive the brochure.

    --parents
    --students
    --employers
    --administrators

3. Collect sample brochures from other schools.
4. Identify logos, photos, illustrations and colors needed to support message.
5. Write text or adapt material from example brochures.
6. Develop rough draft with graphics, photos and illustrations.
7. Review brochure with:

    --students
    --advisory committee
    --parents
    --school administration and staff

8. Develop final draft, based on recommendations of reviewers.
9. Conduct final review.
10. Have printing done at a quality shop.

EVALUATION:

The quality of the completed brochure as determined by its content, graphics and printing will evaluate the coordinator's ability to develop a brochure.

ADVANTAGES TO THE STUDENT-LEARNER

...Develops abilities to work as a team member

...Supplies the incentive to learn and apply what is learned

...Develops self-dependence, self-esteem, confidence

...Acquires appreciation for the roles of the worker and employer

...Prepares for full-time employment

...Acquires experience to make a career choice

...Permits earning while learning

...Provides credits for graduation

ADVANTAGES TO THE EMPLOYER

...Provides skilled learners with positive work attitudes

...Encourages positive public relations with the educational community

...Provides a constant source of part-time trained employees

...Provides a source of experienced full-time help following high school graduation

...Provides a low cost training program

...Provides employees who quickly learn established employer practices

ADVANTAGES TO THE SCHOOL AND COORDINATOR

...Provides related learning experiences for the classroom/laboratory

...Provides opportunities to work with the employer in determining a training plan

...Provides opportunities to be knowledgeable about technological developments

...Provides up-to-date facilities and equipment

...Provides opportunities to improve full-time placement

...Provides opportunities to acquire financial contributions

...Provides utilization of the school building and community resources

CO-OP IS......A STUDENT
Enrolled in a vocational program
+
....A JOB Related to the vocational program
....Minimum of 15 hours per week
=
....COOPERATIVE TRAINING
A vocational program
Supervised training on-the-job
Coordination between the job and the vocational program

Co-op provides students with a career interest and the opportunity to become part-time employees. The following vocational programs are available to students in cooperative education:

- Agriculture
- Business & Office Education
- Health Occupations
- Home Economics Wage Earning
- Marketing & Distributive Education
- Trade & Industry

THE EMPLOYER

AGREES TO EMPLOY A STUDENT FOR ONE SCHOOL YEAR

Cooperates with the coordinator in:

...Wages and hours the student will work
...A written training plan
...A written training agreement
...Periodic evaluation of student progress

THE COOPERATIVE EDUCATION STUDENT

Enrolls in the cooperative education program at the high school level

Identifies a career interest

Attends school part-time and receives supervised on-the-job experience under actual working conditions

Maintains an excellent attendance record in school and on-the-job

Accepts constructive criticism as an aid to learning

Works in harmony with other employees

Communicates with the employer and coordinator for a good working relationship

FOR MORE INFORMATION ABOUT CO-OP EDUCATION, CONTACT:

It is the policy of the school district that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap should be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity.

AREA OF RESPONSIBILITY: Public Relations D

TASK: Prepare In-School Displays 4

EXPLANATION OF TASK:

Displays are an effective public relations tool for bringing ideas to students within a school setting. Special observances such as National Vocational Week, Spring Fairs and Back-to-School Nights are good times to prepare displays of the work experience program. Other displays may feature photographs of students in their training stations, student of the month, etc. Such displays are updated and modified regularly.

Some suggested themes for work experience displays are:

- students of week/month.
- benefits of work experience to students and community.
- accomplishments of students in vocational classes and youth organizations.

Displays should be placed in areas of heavy student traffic such as the front office, cafeteria, student lounge or assembly hall. Remember to keep the display current so that it will catch the students' attention.

Students enjoy creating displays that bring recognition to themselves and their program. The coordinator should involve the students in planning and preparing the display, serving as a resource person for ideas and occasionally giving direction to their efforts. Preparation of displays is not a time-consuming activity for the coordinator if students are motivated and interested.

REFERENCES:	FORMS NEEDED:
None	None

CHECKLIST:

1. Identify (in public relations calendar) special observances that lend themselves to promotional displays, such as:

   --back-to-school nights
   --career fairs
   --National Vocational Education Week
   --class registration

2. Develop ideas, points of view and themes to be included in displays.

3. Help work experience students plan displays for the school year, such as student of the week or photos of students at work.

4. Identify and secure materials needed for display.

5. Determine location for display.

6. Construct display.

7. Maintain display in good condition throughout the period it is being observed.

8. Dismantle display and store usable parts for future displays.

EVALUATION:

The quality of displays can be evaluated by counting the number of promotional brochures picked up by students or the number of student inquiries and requests for further information.

AREA OF RESPONSIBILITY: Public Relations D

TASK: Prepare News Releases 5

EXPLANATION OF TASK:

News releases are an effective way to inform the community about cooperative work experience. Coordinators should develop a working relationship with local newspaper reporters so that they will accept news items regularly. They should also contact school newspapers.

Students should participate in planning and developing news releases according to timelines identified in a public relations calendar for the school year. The coordinator can make small group assignments for preparation of a monthly news release. The job becomes a learning activity for the student and frees the coordinator time to do other work.

News releases can be prepared on a variety of activities in work experience and the related vocational programs. Photographs of students at work in laboratories and training stations appeal to a wide audience of employers, parents and school staff. Some topics for press releases are:

- employer-employee recognition activities
- career fairs/career days/job fairs
- guest speakers
- new vocational programs
- field trips/job observations
- vocational student organization activities
- student of the month
- student projects
- new staff
- business and industry cooperation

The coordinator should keep a supply of press release forms and assign students to each activity that appears to be of interest to the target audiences.

REFERENCES:	FORMS NEEDED:
Cooperative Education Activity News Release Guide	Press Release Form

CHECKLIST:

1. Develop a working relationship with a local reporter.
2. Check and follow school policy on news releases.
3. Follow guidelines shown in cooperative education activity news release guide.
4. Prepare news releases on the press release form.
5. Obtain approval to submit a news release (as determined in #2).
6. Send the news release to a local newspaper or other news outlet.
7. Provide copies of the news release to:

   --administrators
   --advisory committee members
   --staff

8. Follow up to determine how the editor used the news release.

EVALUATION:

Acceptance of news releases by local editors is an evaluation of success in preparing quality news releases.

D
6

FROM:

SCHOOL:

ADDRESS:

TELE. NO:

COORDINATOR:

SUBJECT RELEASE DATE

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COOPERATIVE EDUCATION ACTIVITY NEWS RELEASE GUIDE

1. Get the who, what, when, where and why of the cooperative education activity in the first sentence or two. These first sentences are called the "lead." A good lead captures attention. After the lead has been developed, begin the details of the story. Each succeeding paragraph should be of less importance.
2. Use short words and paragraphs.
3. Two sentences make a good paragraph.
4. Use a standard letterhead-type format for the news release.
5. Include the school address and telephone number.
6. Use exact dates in a news release: October 10, rather than next Friday.
7. Eliminate adjectives in the news releases.
8. Type news releases on 8-1/2 by 11" bond paper.
9. Don't send carbon copies to newspaper editors.
10. Be sure to keep a copy of the news releases.
11. Leave 1-1/2" margins.
12. Type double spaced or triple spaced on one side of the paper only.
13. Indent each paragraph at least five typewritten spaces.
14. If the story must run more than one page, write MORE at the bottom of each page except the last.
15. Always end each page with a complete sentence or paragraph.
16. End news releases with the symbol ################.
17. Deliver or mail every release so it arrives in advance of the deadline.

AREA OF RESPONSIBILITY: Public Relations D

TASK: Conduct Recognition Activities for Employers and Employees 6

EXPLANATION OF TASK:

Showing appreciation for employers and student employees is an important step toward building long-lasting relationships between the school and community. Appreciation ceremonies, whether in the form of informal breakfasts or formal banquets, are a pleasant way to end the school year. They give students a chance to socialize with their employers as well as to formally thank them. In addition, they often add to the sponsors' and administrators' understanding of the work experience program. Such gatherings are generally planned by the students and provide an opportunity for them to organize and learn to work together in committees.

REFERENCES:	FORMS NEEDED:
Sequence of Activities in Conducting A Successful Employer/ Employee Appreciation Event	None

CHECKLIST:

1. Hold a general meeting of the class or student vocational organization to discuss the purpose, date, and place.
2. Select committee members and chairpersons.
3. Obtain school approval of activity and date.
4. Arrange for a suitable place.
5. Meet with committee chairpersons and youth organization officers.
6. Select guest speaker and confirm date and time.
7. Plan menu--consult with caterer or those to prepare the meal.
8. Get approximate cost figures.
9. Prepare guest list and certificates.
10. Send invitations.
11. Develop bulletin board display or posters to remind students.
12. Plan entertainment.
13. Plan decorations.
14. Include those accepting invitations on reservation list.
15. Notify caterer of number of people attending the event.
16. Prepare place cards and name tags.
17. Make a seating chart.
18. Prepare program for printing.
19. Rehearse program.
20. Instruct classes in etiquette of clothes, table manners, introductions.
21. Students rehearse introductions.
22. Arrange for pictures and prepare news write-ups.
23. Rehearse program at site of event.
24. Decorate the room for the event.
25. Hold event.
26. Present certificates.
27. Clean up.
28. Make payment for meal.
29. Write thank-you letters.
30. Hold evaluation sessions.
31. File committee reports.

EVALUATION:

A well-organized social gathering between students and employers will create good will and promote a positive image for the work experience program.

Blue Mountain Community College

gratefully acknowledges the contribution

of

____

in the

COOPERATIVE WORK EXPERIENCE PROGRAM

signature: ____________________

date: ________________________

Blue Mountain
Community
College

AREA OF RESPONSIBILITY: Public Relations D

TASK: Prepare an Annual Report on Program Accomplishments 7

EXPLANATION OF TASK:

Vocational programs, including work experience, require records of accountability to satisfy state and federal mandates. The coordinator must maintain records on students that are enrolled in work experience for the Vocational Education Data System (VEDS).

Some school districts require annual reports on work experience programs. Aside from required reporting, annual reports are most helpful in justifying the program to administrators and school boards. When coordinators are asked to prepare reports for the district, well-kept records are a true asset, providing facts about the program and enhancing its credibility.

It is recommended that coordinators keep their own records in order to highlight the activities of their programs. An example of a report form for compiling student information is shown on the following page of this guide. The records from this form can be described in narrative format or its contents can be presented as summary statements and supported by the detailed record sheet.

REFERENCES:	**FORMS NEEDED:**
None	Annual Cooperative Education Report

CHECKLIST:

1. Develop a report form to collect relevant and useful information about your program.
2. Duplicate copies of the form for keeping records on student activities.
3. Post records at regular intervals throughout the school year.
4. Complete the record at the end of the school year.
5. Summarize information for making conclusions about the program.
6. Write narrative statements that define each conclusion.
7. Prepare an annual report for administrators and Board members that reports:

   --status of program
   --outcomes of program
   --needs of program
   --recommendations for next year

8. Accept opportunities to make oral presentations of the annual report.

EVALUATION:

A written annual report is evidence that this job has been successfully completed.

Annual Cooperative Education Report

D7

Program____________________ School____________________ Period from ________________ to ________________

(Mo., Day, Year) (Mo., Day, Year)

Name of Student	Sex	Grade	Type of Training	Name of Training Station	Average Hrs Worked		Average Pay per Period	Amount Earned	
					This Month	To Date		This Month	To Date

AREA OF
RESPONSIBILITY: E. PROFESSIONAL DEVELOPMENT

		Page
TASKS:	1. Attend district and state workshops, meetings and seminars	165
	2. Keep current on technological changes in business and industry	169
	3. Participate in local and state professional organizations	173

AREA OF RESPONSIBILITY: Professional Development E

TASK: Attend District and State Workshops, Meetings and Seminars 1

EXPLANATION OF TASK:

Work experience coordinators must keep current on the many technological changes taking place in business and industry. They must know, at least in general terms, the impact of technology on the many occupational areas served by the work experience program. Training plans must reflect these new and changing technologies as well.

Many meetings, workshops and seminars are conducted by state agencies and private companies to update the technical skills of employees and educators. Attendance at update meetings allows the coordinators to share ideas and receive information from technical resources.

Information about such activities is available from regional coordinators who usually disseminate information to the schools in the districts.

In addition, national workshops and seminars are sometimes held in the Pacific Northwest. Applications for attending such sessions are usually found in journals and publications. The addresses of the various professional publications are listed in the following pages of this guide. Each coordinator should subscribe to at least one professional publication as a means of observing the national trends in cooperative education.

REFERENCES:	FORMS NEEDED:
Professional Organizations, Journals and Publications	None

CHECKLIST:

1. From the list in this guide, select and join a professional organization that serves your needs.
2. Contact the regional coordinator and ask to be placed on a mailing list for inservice meetings, seminars and workshops.

EVALUATION:

Other professionals evaluate coordinators by their attendance and participation in local, district and state activities for professional development.

PROFESSIONAL ORGANIZATIONS JOURNALS AND PUBLICATIONS

PROFESSIONAL ORGANIZATIONS	DEPARTMENTS OR SUBDIVISIONS	JOURNALS
National Education Association (NEA) 1201 16th St., N.W. Washington, D.C. 20036	American Educational Research Association (AREA) American Industrial Arts Association (AIAA) Classroom Teacher Home Economics Vocational Education	*The Review of Educational Research* *Journal of Industrial Arts Education* *Todays Education* *The News Letter* *NEA News* *NEA Handbook* *NEA Journal* *Reporter*
American Vocational Association (AVA) 1510 H. St., N.W. Washington, D.C. 20005	Agricultural Education Business and Office Education Distributive Education Industrial Arts Education Trade and Industrial Education Guidance New and Related Services Health Occupations Technical Education	*Vocational Education Journal* *Monthly Newsletter*
American Home Economics Association (AHEA) 2010 Massachusetts Ave., N.W. Washington, D.C. 20036	Art Family Economics/Home Management Family Relations/Child Development Food and Nutrition Housing, Furnishings and Equipment Institution Administration Textiles and Clothing	*Journal of Home Economics* *Home Economics Research Journal*
National Vocational Agricultural Teachers Association (NVATA) Box 4498 Lincoln, Nebr. 68504		*News and Views of NVATA*
American Federation of Teachers (AFT) Continental Building 1012 14th St., N.W. Washington, D.C. 20005		*American Teacher Magazine* *Changing Education*
American Personnel and Guidance Association (APGA) 1607 New Hampshire Ave., N.W. Washington, D.C. 20009	National Vocational Guidance Association (NVGA)	*The Personnel and Guidance Journal* *Vocational Guidance Quarterly* *Guidepost* *Measurement and Evaluation in Guidance* *School Counselor* *Counseling Values*

American School Health Association (ASHA) Kent, Ohio 44240	*Journal of School Health* *Directory of National Organization Concerned With School Health*

JOURNALS AND PERIODICALS

VOCATIONAL EDUCATION

Agricultural Education
- *Agriculture Education*
- *Farm Journal*
- *Journal of Farm Economics*
- *Successful Farming*

Cooperative Education
- *Journal of Cooperative Education*

Marketing and Distributive Education
- *Journal of Marketing*
- *NADET News*
- *Nation's Business*
- *Marketing and Distributive Education Today*
- *DECA Reporter*
- *Marketing Educator's News*

Health Occupations Education
- *American Journal of Nursing*
- *Health Occupations*
- *Nursing Outlook*
- *Nursing Research*

Home Economics Education
- *Forecast*
- *Home Economics Research Journal*
- *Illinois Teacher*
- *Journal of Home Economics*
- *Tips and Topics*
- *What's New in Home Economics*

Business Office Education
- *Balance Sheet* (free)
- *Business Education World* (free)
- *Changing Times*
- *Journal of Business Education*
- *Rowe Budget* (free)
- *Typewriting News* (free)

Industrial Education
- *Industrial and Commercial Training*
- *Industrial Education*
- *Journal of Industrial Teacher Education*
- *Man/Society/Technology: A Journal of Industrial Arts Education*
- *School Shop*

AREA OF RESPONSIBILITY: Professional Development E

TASK: Keep Current on the Technological Changes in Business and Industry 2

EXPLANATION OF TASK:

The information explosion has made it extremely difficult for an individual to remain current in a field of subject matter. Some people become life-long learners, proceed forward with the changes and continue in their professional growth. Others remain static by ignorance or choice and lose their places in this ever-changing world.

Coordinators must use a variety of methods to update their skills. Visits to business and industry give work experience coordinators an advantage over classroom teachers in maintaining technical update. Some ways to update technical knowledge are:

- meeting regularly with civic, business and industry groups.
- attending workshops and seminars that are conducted by business and industry.
- reading trade journals to see trends and new technologies.
- reading the Industrial Outlook Handbook to get a glimpse of industry's responses to new technology.
- keeping current on changes in "Low Technology" and "High Technology."

A list of community organizations and honorary societies are attached for the coordinator's convenience.

REFERENCES:	FORMS NEEDED:
"Community Organizations and Honorary Societies"	None

CHECKLIST:

1. Study lists of honorary societies and community organizations that are involved with professional development.

2. Identify societies and organizations that relate to your area(s) of expertise.

3. Contact societies and organizations to find:

   --types of update activities that are provided for members; nonmembers.
   --types of update information that are available to members; nonmembers.

4. Plan and schedule a reasonable number of update sessions for the coming year.

5. Read appropriate trade journals, Industrial Outlook Handbook and magazines that deal with technological change; i.e., Discover Magazine.

6. Develop a five-year plan for professional development that is realistic, attainable and enjoyable.

7. Fight hard to keep up with the times, remembering that obsolescence catches many people before they reach retirement age.

EVALUATION:

Coordinators' professional development will be reflected by the degree to which their training plans meet current technology. Their relationshps with managers of technical firms will also reflect their success.

COMMUNITY ORGANIZATIONS

Agricultural Education	American Farm Bureau Federation National Grange Farmers Educational and Cooperative Union of America
Distributive Education	National Restaurant Association Lions Club International Kiwanis Rotary State Association of Retail Merchants Sales and Marketing Executive Association
Health Occupations Education	State Nursing Association Area Health Planning Boards Hospital Administrators Association State Association of Nursing Homes
Home Economics Education	National Restaurant Association Early Childhood Education Council State Electrification Council State Extension Service
Business Office Education	Administrative Management Society Professional Secretaries International Business and Professional Women's Association
Trade and Industrial Education	Association of General Contractors of America American Welding Society Industrial Services Association, Inc. American Technology Society

HONORARY SOCIETIES

Education	Kappa Delta Pi	honorary society for men and women in education
	Delta Kappa Gamma	honorary society for women in education
	Phi Delta Kappa	professional, honorary and recognition fraternity for men and women in education
Agricultural Education	Alpha Tau Alpha	honorary agricultural education fraternity
	Alpha Zeta	honorary professional fraternity for all fields of agriculture
Home Economics	Phi Upsilon Omicron	professional and honorary fraternity for men and women in home economics
	Omicron Nu	honorary society for men and women in home economics
Industrial Arts Education	Epsilon Pi Tau	honorary fraternity for men and women in industrial arts education
Business Office Education and Distributive Education	Delta Pi Epsilon	professional fraternity for men and women in business and distributive education
Business Office Education	Pi Omega Pi	honorary society for men and women in business education

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AREA OF RESPONSIBILITY: Professional Development E

TASK: Participate in Local and State Professional Organizations 3

EXPLANATION OF TASK:

Most Oregon coordinators are members of the Oregon Vocational Association (OVA) and one or more of its affiliates. The affiliate most closely related to work experience is the Work Experience Coordinators of Oregon (WECO). Both WECO and OVA offer opportunities for:

- involvement in challenging activities.
- professional development.
- leadership in the profession.
- promotion of educational issues.
- update of professional and technical knowledge and skills.

WECO is an active organization that focuses its efforts on upgrading work experience programs by sharing ideas, work stations and expertise between coordinators.

The WECO board of directors meet regularly throughout the year. A WECO conference is conducted annually and is attended by the majority of Oregon coordinators. The conference is held in conjunction with the OVA-All Service Conference during even numbered years and as a separate conference on odd years. A new coordinator has the opportunity to pay membership dues in WECO, OVA and the American Vocational Association (AVA) during the conference or may elect to activate his membership at an earlier date in order to receive the newsletters. Within the AVA structure, coordinators can participate in national activities by becoming members of the Cooperative Work Experience Education Association, a section within AVA. For those that choose an early start, a membership form is attached for their convenience.

The Cooperative Education Association (CEA) represents postsecondary programs of work experience.

WACWEE is the Western Association of Cooperative Work Experience Education and represents the coordinators of several Western states.

REFERENCES:	FORMS NEEDED:
AVA Journal OVA Newsletter	Membership Form

CHECKLIST:

1. Visit (by phone or in person) a member of WECO Board of Directors.

   --ask about activities and benefits of WECO.
   --ask about WECO's relationship with other vocational affiliates, OVA and AVA.

2. Identify the professional organizations in which a coordinator should have membership.

3. Complete the membership form and mail to the appropriate address as shown on the membership form.

4. Follow-up with the organization if you do not receive the newsletters or journals. Make sure that your name is on the mailing list.

5. Notify administrators of intended professional involvement and get their support for attending conferences and meetings.

6. Participate and contribute to your professional organization by accepting responsibilities for some of the activities that are designed to help its members. Remember that the Board of Directors are members that are willing to contribute to the welfare of the organization and are willing to pay professional dues for the privilege.

EVALUATION:

Professionals tend to evaluate each other on the basis of commitment and contribution to the profession. Locally, administrators require a plan for professional growth that can be evaluated.

WORK EXPERIENCE COORDINATORS OF OREGON

WORK EXPERIENCE:

Work Experience blends a student's academic study with on-the-job training in business, industry and government. Work Experience enhances the student's occupational knowledge, personal development, and professional preparation. The student's field placement is directly related to the student's educational and career goals and is jointly planned and supervised by the school coordinator and work site supervisor.

Because Work Experience draws on a variety of resources, it returns benefits not only to the student and the employer—but also to the school and community.

PURPOSE OF WECO

- Promote improved communications among coordinators in Oregon.
- Promote legislative awareness of commitment to work experience.
- Promote professional staff development at the secondary and post-secondary levels.
- Promote involvement of educators in the improvement of work experience in Oregon.
- Promote positive rapport and participation between the public schools and business/industry/government and social service agencies.

YOU!

Work Experience Coordinators of Oregon (WECO) is an organization of professional people cooperating to provide students an important option within a traditional academic program. As such, WECO needs the informed and involved assistance of all persons interested in the work experience alternative.

WECO is an affiliate organization of Oregon Vocational Association. By joining WECO you also become a member of OVA and are entitled to all of the benefits and services offered by this organization.

YOU NEED WECO!

WECO is be beneficial to teachers, coordinators, school counselors and other career and vocational educators by:

- Having the opportunity to participate with other professionals in planned programs designed to keep you informed and interested in the most recent developments in Work Experience Education.
- Having the opportunity to enhance your fundamental skills and keep pace with new trends and techniques being developed.
- Sharing ideas with others through the WECO Newsletter, regional meetings, workshops and statewide conferences.
- Gathering current information through the State Department of Education on funding for Career Education.
- Gaining ideas for conducting related classes, establishing training stations, and unique program practices.

WECO BENEFITS. . . .

STUDENTS

- gain actual work experience
- acquire positive work habits and attitudes
- acquire job skills
- improve independent skills
- identify and develop a career goal
- in some cases, acquire financial assistance
- earn class credits toward graduation

EMPLOYERS

- a source of motivated personnel
- allows assessment of potential employees
- provides a good community image
- allows the employer to complete special projects
- decreases employee turnover and costs for basic training
- allows the employer to contribute to the educational process

MEMBERSHIP APPLICATION
All Memberships Expire June 30

OREGON VOCATIONAL ASSOCIATION
AND AFFILIATES

3821 Matheny Road NE Gervais, OR 97026
Tel. 393-4232

SOCIAL SECURITY NO. ______________________

NAME ______ (Last) ______ (First) ______ (Initial) ______ HOME PHONE ____________ BUSINESS PHONE ____________

HOME ADDRESS ______ (Street No. or P.O. Box No.) ______ (City) ______ (State) ______ (Zip)

SCHOOL/BUSINESS ____________________ BUSINESS ADDRESS ____________________

STATE DIVISION AFFILIATION

[Note: All with astericks include OVA dues, subtract $5.00 for each additional state affiliate you join.]

☐ Z—Administrators (OCCVA)*	($ 8.50)	______
☐ National Council Local Adm. (NCLA)	($20.00)	______
☐ A—Agriculture (OVATA)*	($21.00)	______
National Ag. Teachers (NVATA)	($15.00)	______
☐ B—Business & Office (OBEA)*	($12.00)	______
National Business Education (NBEA) & (WBEA)	($25.00)	______
☐ D—Distributive (ODEA)*	($11.00)	______
☐ National Association Distributive Education (NADET Teachers)	($10.00)	______
☐ National Association Distributive Education (NADET Students)	($ 3.50)	______
☐ W—Forest Products (OVFPIA)*	($10.00)	______
☐ O—Health Occupations (OSHOE)*	($10.00)	______
☐ H—Home Economics (THEO)*	($10.00)	______
☐ National Home Economics Teachers (NAVHET)(must join AVA also)	($ 3.00)	______
☐ I—Industrial Arts (OIAA)*	($15.00)	______
☐ T—Trade/Technical/Industrial (OVTTA)*	($16.50)	______
☐ A—Autobody ☐ C—Construction ☐ E—Electronics ☐ G—Graphics ☐ I—Ind. Mech. ☐ M—Metals		
☐ Joint OIAA/OVTTA Membership*	($21.50)	______
☐ W—Institutional Vocational Educators (OIVA)*	($10.00)	______
☐ N—Manpower/Special Needs Personnel (OAVMSNP/VECHO)	($10.00)	______
☐ National Manpower Training Association	($ 3.00)	______
☐ Q—Work Experience Coordinators (WECO)*	($15.00)	______
SPECIAL		______
MEMBERSHIP ☐ Student—OVA & Affiliate (specify subject)	($ 2.50)	______
		______
	TOTAL STATE DUES $	______

MAKE CHECKS PAYABLE
TO YOUR DIVISION AFFILIATION

LEVEL OF INSTRUCTION

- ☐ S—SECONDARY
- ☐ V—AREA VOC-TECH CENTER
- ☐ J TECH./COMM. COL.
- ☐ C—COLLEGE/UNIV.
- ☐ D—STATE DEPT. OF EDUC.
- ☐ F—OTHERS

POSITION TITLE—Check only one

- ☐ T—Teacher, Instructor or Coordinator
- ☐ X—Teacher, Educator or Coun. Educator
- ☐ A—Administrator
- ☐ E—Coordinator (Administrative)
- ☐ B—Advisory Committee Member
- ☐ D—Board Member
- ☐ K—Counselor
- ☐ S—Student
- ☐ R—Retired
- ☐ O—Other

AMERICAN VOCATIONAL ASSOCIATION DUES

☐ A—Affiliated through State Association	($32.00)	______
☐ R—Loyalty (retired)	($16.00)	
☐ S—Student (undergraduate only)	($ 5.00)	______

☐ New ☐ Renewal

DUES SUMMARY

AVA Membership	$ ______
Add'l. AVA Divisions ($10 Ea. Division Over One)	$ ______
Total State Dues	$ ______
TOTAL REMITTANCE	$ ______

AVA Dues Include:				
Voc Ed (magazine)	Affiliated & Direct	-	$8.00	
	Student & Loyalty	-	$4.00	
& Update (newspaper)	Affiliated & Direct	-	$2.00	
	Student & Loyalty	-	$1.00	

WHITE—**AVA OFFICE COPY** CANARY—**OVA COPY** PINK—**AFFILIATE COPY** GOLDENROD—**MEMBER COPY**
CHAPTER NO. 039

FOR ADDITIONAL INFORMATION DETACH
THIS CARD OR CALL 378-5859

WE
CO

JOIN TODAY, THEN PLAN
TO PARTICIPATE TOMORROW.

NAME ____________________ POSITION TITLE ____________________
SCHOOL/ORGANIZATION ____________________ BUSINESS PHONE __________ HOME ______
SCHOOL ADDRESS ____________________ CITY/STATE ______________ ZIP CODE _____
HOME ADDRESS ____________________ CITY/STATE ______________ ZIP CODE _____

______ Please register me as a regular WECO Member. Please enclose dues.*
______ Please register me as an Associate WECO member.**
______ Please send me more information about Work Experience and/or have a WECO representative contact me.
______ Other (Please specify) ____________________

***REGUAR MEMBERSHIP:** WORK EXPERINCE COORDINATORS AND CAREER EDUCATION AND COUNSEING PERSONNEL.

$10.00	WECO DUES
$10.00	OVA DUES
$20.00	TOTAL

****ASSOCIATE MEMBERS:** SCHOOL ADMINISTRATORS, NON-SCHOOL PERSONNEL WORKING WITH YOUTH SERVICE AGENCIES, EMPLOYMENT AGENCIES, EMPLOYERS PARENTS AND/OR NON-EDUCATORS.
$5.00

WORK EXPERIENCES COORDINATORS OF OREGON
c/o Work Experience Specialist
Oregon State Department of Education
700 Pringle Parkway, Southeast
Salem, OR 97310

POSTAGE

CHAPTER III

GLOSSARY

Page

A. Terms and Definitions 181

B. Kinds of Work Experience 185

A. TERMS AND DEFINITIONS

Advisory Committee. A group of knowledegable persons usually selected from outside the field of education to advise educators on vocational programs.

Career Education. The total effort of public education and the community to help all individuals increase awareness about jobs and abilities which enable students to find meaningful work.

Career Interest. The student's decision to pursue a job description or cluster within a vocational education program area.

Cooperative Education. A cooperative effort of education and employers to satisfy the career objectives of students.

Cooperative Education Internship. A collegiate-level program that usually gives students both credit and pay for performance in an approved job situation. In-school instruction normally precedes internship.

Cooperative Vocational Education. An instructional plan which combines regularly scheduled supervised employment in the community and vocationally oriented in-school instruction.

Cooperative Work Experience. An individualized instructional plan designed to give each student practical experience in a work environment related to the in-school instructional program.

Coordination. The process of integrating the administrative, organizational and instructional activities of the vocational program and directing them toward a common purpose. Coordination involves a range of activities. In addition to the prime activity of coordinating instruction in the school and at the training station, coordination may also include, but is not limited to, student recruitment and orientation, survey of employers, organization and work with an advisory committee, parent consultation, evaluation (follow-up), report writing and sponsorship of vocational student organizations.

Coordinator. A member of a local school staff who coordinates the efforts of all helpful agencies which can assist in a training program designed to meet the needs of students enrolled in cooperative work experience.

Diversified Occupations. A vocational instructional program offered at the high school level designed to serve a diverse set of occupational interests through work experience and a related instructional class that covers employability skills for all occupational areas.

Disadvantaged. Disadvantaged persons are those who have academic, socioeconomic, cultural or other handicaps that prevent them from succeeding in a regular vocational program. Such persons require specially designed educational programs and related services, or both, in order to benefit from a program.

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Exploratory Work Experience. A program of job observation and minimal involvement in tasks of the job. Students are often rotated through several jobs to assist them in selection of a career goal.

Follow-Up Report. Usually a composite short-term or long-term report of former students indicating their present employment status or other present commitments (education, military, homemaking). More sophisticated follow-up studies seek to assess the effectiveness of the cooperative training experience to the student's present situation. Individual follow-up information is usually maintained in a student's record file.

General Work Experience. A program of work experience that offers a maturing experience and income for the student. This experience is not necessarily related to a career goal and receives limited supervision from the school.

Handicapped. Handicapped persons are those who are mentally retarded, hard-of-hearing, deaf, speech-impaired, visually-handicapped, seriously emotionally disturbed, crippled, or otherwise health-impaired. Some handicapped students cannot succeed in a regular vocational or consumer and homemaking education program without special education assistance, or require a modified vocational program.

Job Description. A written statement listing the elements of a particular job or occupation. The statement may include the purpose of the job, duties, equipment used, qualifications, training requirements, physical and mental demands and working conditions.

Job Type. A group of jobs that are composed of similar duties and tasks.

Occupational Field. A group of recognized occupations having many similarities, including the following characteristics: the type of work performed; the basic aptitudes, and the acquired knowledge and training required; the tools, machines, instruments and other equipment used; and the basic materials used.

Occupational Objective. An occupational goal, selected by the student, the attainment of which is the purpose for their vocational instruction. (See Career Interest.)

On-The-Job Training. Instruction in the performance of a sequentially planned task given a student-learner by the employer during the usual working hours of the occupation. Learning experiences at the training station comprise both the application of theory and the technical skill aspects of the learning situation, and/or the proper character, attitude, and personality development of the student-learner as general goals of the training situation at the training station.

Preparatory Instruction. Instruction preparing students for full or part-time employment. Also serves to prepare the student to enter and advance in an occupation. Also serves to equip workers with new or different skills demanded by technological changes.

Preparatory Program. A preparatory program provides vocational instruction designed to prepare individuals for gainful employment as semiskilled or skilled workers or technicians or semiprofessionals in recognized occupations.

Related Vocational Instruction. In-school courses specifically designed to improve personal and social skills provide needed basic education (remedial) and/or develop relevant occupational skills and knowledge. The course should be regularly scheduled, should complement the learning experiences at the training station, and should be planned and developed to meet the specific needs of the individual student. The content of this course should consist of the theory of the occupational skill, the specific related information, and the general related instruction necessary to achieve personal success in the world of work.

Special Needs Student. A student who cannot succeed in a regular vocational program without special assistance.

Student (Student Worker). A student enrolled in cooperative vocational education and legally employed part-time and so classified by the Wage and Hour and Public Contracts Divisions of the U.S. Department of Labor for wage and hour regulation purposes.

Survey, Community. A fact-finding study of socioeconomic conditions and resources, community agencies, industries, business, farming, institutional practices, problems and practices of families, etc., as they exist at a given time in a given community. It is generally used by the school as a guide in revising school offerings to meet local needs.

Survey, Occupational. A form of occupational census, taken by personnel trained to determine the number of qualified employees in a designated occupation in a specified geographic or economic area; and to evaluate the need for increasing or limiting the numbers available for employment in the occupations surveyed.

Task. A unit of worker activity that is intermediate in specificity between a function and a procedural work step or action. It is a discrete unit of work performed by an individual; that is, the unit usually has a definite beginning and ending and is performed within a limited period of time.

Task Analysis. A detailed listing of skills necessary to perform a clearly defined, specific job, organized into a logical sequence and which may be used for curriculum development or for classification purposes.

Task Inventory. An instrument used for conducting an occupational survey. It consists of items of identification and background information and a list of appropriate duty and task statements.

Teacher-Coordinator (Cooperative Vocational Education). A member of the local school staff who teaches technical and related subject matter to students preparing for employment and coordinates classroom instruction (related classroom) with learning activities at the training station. The coordinator is also responsible for the evaluation procedures of the program. (See Coordinator.)

Trade and Industrial. Instruction planned to develop basic manipulative skills, safety practices, judgments, technical knowledge, and related occupational information for the purpose of preparing persons for initial employment in the trades and industrial occupations.

Training Agreement. A statement of fundamental agreements regarding the participation of a student in a work environment. Initiated by the school, the agreement reflects a voluntary and cooperative commitment on the part of the coordinator, employer, student and parents/guardians.

Training Plan. A format for delineating, for each student, the learning experiences and tasks to be undertaken at the training station, often paralleled with classroom units of instruction. The training plan, cooperatively determined, usually becomes a part of the training agreement.

Training Sponsor. The individual to whom the student-learner looks for instruction and training at the training station. The on-the-job training sponsor may be the owner or manager or an individual appointed by management.

Training Station. The work setting providing learning experience for the student.

Unemployment Insurance. Unemployment insurance pays benefits to qualified workers who are unemployed and looking for work. It is a federal-state cooperative program. Oregon has its own laws and is responsible for determining who is eligible for benefits, how much they receive, and for how long. Benefits are paid as a matter of right, and are not based on need.

Vocational Education. Organized educational programs which are directly related to the preparation of individuals for paid or unpaid unemployment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

Vocational Student Organizations. Organizations for student-learners that complement the vocational education program. Recognized student organizations for vocational education are: DECA, Distributive Education Clubs of America; FFA, Future Farmers of America; FHA-HERO, Future Homemakers of America-Home Economics Related Occupations; HOSA, Health Occupations Students of America; OEA, Office Education Association at the postsecondary level; and FBLA, Future Business Leaders of America at the secondary level; VICA, Vocational Industrial Clubs of America. Organizations for students enrolled in vocational education programs, with national, state and local units, the activities of which are an integral part of the instructional program.

Workers' Disability Compensation. Compensation is provided for disability or death resulting from accidental injury or disease related to employment, without regard to who may be at fault. This benefit should not be confused with unemployment compensation, group insurance for illness or accidents, or hospital or health insurance.

B. KINDS OF WORK EXPERIENCE

Elements	Exploratory	General	Cooperative
Goals of Program	Career Guidance and Exploration	Maturing Experience Income for student	Vocational Training Meeting career objectives in programs that are not part of a vocational curriculum.
Nature of Work Experience	Observation and participation in a variety of activities Does not involve sustained periods of productivity.	Work experience not necessarily related to career goal or in-school training.	Work Experience related to in-school training as part of vocational curriculum. Training agreements and training plans are required.
Conditions of Employment	During school hours Limited credit No pay Close supervision by school Limited to one or two semesters Work stations may be inside or outside school	During or after school hours School credit Meet minimum wage and hour requirements Employer provides insurance for students Monitored by school	During or after school hours School credit May be paid or nonpaid Paid employment meets minimum wage and hour requirements. Employer provides insurance for paid students. School provides insurance for nonpaid students.

CHAPTER IV

LEGAL REQUIREMENTS

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D. Nonpaid Work Experience 191

E. Targeted Jobs Tax Credit 192

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IV. LEGAL REQUIREMENTS

A. EMPLOYMENT OF MINORS AND WAGE AND HOUR REQUIREMENTS

The legal requirements for the employment of minors are a combination of child labor laws, federal statutes and Oregon laws. To minimize confusion, the Oregon Bureau of Labor and Industries has summarized the wage and hour regulations into two brochures:

1. Employment for Minors - A guide for 14 to 17-year-olds and their employers.

2. Answering Your Questions On: State and Federal Minimum Wage.

These two brochures should provide beginning coordinators with the general information needed for operational purposes. Examples of brochures are found in Chapter VII. Once the basic regulations are a part of the coordinator's working knowledge, further information can be obtained from the:

Bureau of Labor and Industries
Wage and Hour Division
1400 SW 5th
Portland, OR 97201

or call: Portland 229-5750; Salem 373-1435
or, contact Wage and Hour Division office in Bend, Coos Bay, Eugene, Medford, Pendleton, Portland or Salem.

The coordinator should obtain a supply of these brochures for the students and sponsors of the work experience program.

Other informational materials for the CWE coordinator may be obtained from:

U.S. Department of Labor
Employment Standards Administration
Wage and Hour Division
Washington, DC 20210

The U.S. Department of Labor materials include:

WH Publication 1312: "Hours Worked Under the Fair Labor Standards Act of 1938 as Amended." Revised 1975.

WH Publication 1297: "Employment Relationship Under the Fair Labor Standards Act." Revised 1979.

WH Publication 1282: "Handy Reference Guide to the Fair Labor Standards Act." Revised 1978.

WH Publication 1330: "Child Labor Requirements in Nonagricultural Occupations." Revised July 1978.

B. INSURANCE COVERAGE

Responsibility for providing industrial accident insurance coverage belongs to the legal employer of the student worker. Legal employment is determined by whether the student is being paid for work performed at the training station. Paid work requires the employer to provide insurance coverage. The school is responsible for insurance coverage on nonpaid employment.

Employers usually provide insurance for paid work experience students in the same manner as they do for regular employees of their firm. The same coverage will apply to employment during school hours and after school hours.

Special provisions have been made in the Workers' Compensation Law (Section 656.033 of the Oregon Revised Statutes) for providing nonpaid students with insurance protection while on the job for high school and community college students.

Students must be enrolled in an approved work experience program in order to be covered under these (non-pay) provisions.

Nonpaid students are considered legal employees of the local school district while on nonpaid work experience assignments. The school must apply for their coverage with the State Accident Insurance Fund (SAIF) or a designated private insurance carrier.

Schools must submit a list of nonpaid student workers, their places of work and job assignments to the carrier for approval. Upon their approval, premiums are computed on an assumed wage basis.

The Workers' Compensation Law applies to both high school and community college students.

Coordinators should attend a seminar with carrier representatives for a complete explanation of the procedures and conditions for insuring work experience students. Each local program has unique insurance problems and needs that should be clarified with carrier representatives. For specific questions on insurance coverage, call Policyholders Services, Division of SAIF, phone 373-8383, or the State Council on Compensation Insurance, phone 228-4173.

C. SPECIAL PAYROLL TAX STATUS AFFECTING WORK EXPERIENCE STUDENTS

Wages for work experience students are exempt from the following state and federal payroll taxes:

State Unemployment Tax

The employer is not required to report or pay state unemployment insurance taxes on wages paid to students under the age of 22 employed by them under the vocational cooperative work experience program if the student is enrolled at an institution as a full-time student. This means the employer will not include his work experience employees' wages on state forms 132 and 136. It is important that the employer inform the student of the fact that his wages are exempt from state unemployment tax, and that they will not be able to claim unemployment insurance based on wages earned under the work experience program. The employer should be certain that the student's school file has form 710 - "Report of Student Work Assignment," confirming with the state the tax exempt status of the student worker.

Other Exceptions

The employer will not be required to withhold federal and state income taxes from the student's paycheck if the work experience student qualifies to use federal form W-4E. However, gross wages must be included on federal forms 941, W-2 and W-3; and state forms 96W (or 96M and WM, if applicable), 96R and 991W.

Work experience students who receive pay ARE NOT EXEMPT and are subject to the following taxes:

Social Security Tax

All work experience students must have social security taxes withheld from their paychecks by their employers.

State and Federal Income Taxes

If a student cannot use Form W-4E, the employer must withhold both state and federal income taxes from their paychecks.

State Accident and Insurance Fund or Other Designated Insurance Carrier

If a student is released from school to work during part of his school day in a paid work experience, the employer must provide workers' compensation insurance for the student the same as for any other worker on his payroll. The same would be true for paid employment outside of school hours.

D. NONPAID WORK EXPERIENCE

The position of the Wage and Hour Commission on minors engaged in nonpaid work experience programs is that no employment relationship exists between the minor and the company from which the minor is obtaining his/her work experience so long as the following conditions are met:

The student is enrolled in a planned training program under the direct supervision of a qualified and experienced person. Students may participate in work experience programs applicable to their training needs under the following conditions:

- no promise of future employment
- work in hazardous areas is incidental to the training

- other workers are not displaced
- no pay
- maximum participation per semester
- short duration of time
- training is similar to that given in an approved vocational program
- training is for benefit of trainee or student enrolled
- employer derives no immediate advantage from training activities and occasionally operation may be impeded
- the student is on the job primarily during the hours the school he/she is attending is in session.

The Supreme Court has held that the words "to suffer or permit to work," as used in the Fair Labor Standards Act to define "employ," do not make all persons employees, who, without any express or implied compensation agreement, may work for their own advantage on the premises of another. Whether trainees or students are employees of an employer under the act will depend upon all of the circumstances surrounding their activities on the premises of the employer.

If a student is placed in nonpaid work experience (nonemployee), the school district is responsible for insurance coverage at the work site. Insurance coverage of nonpaid work experience students can be obtained through the State Accident Insurance Fund (SAIF) or other private insurance carriers.

E. OREGON DEPARTMENT OF EDUCATION MEMORANDUM ON TARGETED JOBS TAX CREDIT

September 21, 1982

TO: Cooperative Work Experience Educators and Regional Coordinators for Vocational Education

FROM: Ray Rhodes, Planning and Cooperative Work Experience/Diversified Occupations Specialist

RE: Targeted Jobs Tax Credit (TJTC) - Cooperative Education Students

The purpose of this memorandum is to provide information regarding The Tax Equity and Fiscal Responsibility Act of 1982 signed by President Reagan on September 3, 1982.

This act provides a two-year extension on wages paid to an economically disadvantaged cooperative education student who began work on or before December 31, 1984. The tax credit allowed remains the same as the present law. Fifty percent of the qualified first-year wages; 25 percent of the qualified second-year wages for a tax year. All Form 6199 must be completed on or before the day that the student begins work. If this is not possible, the employer must have provided the teacher/coordinator with a written request for a tax credit on or before the day that the student begins work.

As under the present law, the certification that the individual, age 16 but not yet 20, is participating in a qualified Cooperative Education Program, is the responsibility of the participating school. The determination of whether the student is a member of an economically disadvantaged family is made by the State Employment Security Agency (SESA). Therefore, the established procedures between the State Department of Education and the SESA may be continued or modified.

For further information the Department of Treasury, Internal Revenue Service, will revise their publication 906, Jobs and Research Credits. You can get this new publication after January 1983 by writing or calling the IRS Forms Distributionn Center, United States Government, Internal Revenue Service. Employers with specific questions on the tax-related aspects of the credit should be requested to contact the local or district Internal Revenue Service Office directly.

We are enclosing a copy of the "Eligibility Determination Worksheet TJTC" and Form 6199. Please feel free to make copies of these forms. Also enclosed is a copy of the Tax Equity and Fiscal Responsibility Act of 1982 Conference Report dealing with the Targeted Jobs Tax Credit.

If you have additional questions regarding TJTC please contact either Gary Lorenz, TJTC Employment Division, Ph. 378-4390 or Ray Rhodes, Ph. 378-5859.

School Name: ____________________

Address: ____________________

____

Telephone: ____________________

Instructor: ____________________

Name of Student: ____________________

Social Security #: ____________________

ELIGIBILITY DETERMINATION WORKSHEET
TARGETED JOBS TAX CREDIT PROGRAM

The Targeted Jobs Tax Credit Program (TJTC) provides private employers with a strong incentive to hire and retain certain "Target Group" members. The incentive is a tax credit which can amount to as much as $4,500 over a two year time period for each TJTC employee. The computation is based on how much the employee is paid, so the employee benefits by having a job and the employer benefits by paying less taxes.

One of the target groups is "Economically Disadvantaged" Cooperative Work Experience (CWE) students. "Economically Disadvantaged" simply means that, for the six full months just preceding the student's date of hire, the family's income is below a certain level. If an employer hires a student that meets these criteria, that is, a student who is in Cooperative Work Experience and whose family is low income, the employer can qualify for the tax credit.

The school is responsible for certifying the CWE program and the Oregon State Employment Division is responsible for determining family income.

When completed, this form will be used to determine whether or not a family meets the "economically disadvantaged" definition. All information disclosed on this form will be kept strictly confidential in accordance with ORS 657.665.

Please answer the following questions. Your cooperation is appreciated.

1. How many family members are currently living at home? ____________________

2. In the space below, please enter the names, social security number, and the income earned by each member of the family during the last six (6) months.

Name	Social Security Number	Income for previous 6 months

3. Date this form completed: __________

The completed form should be mailed to:

Oregon State Employment Division
ATTENTION: TJTC
875 Union Street N.E.
Salem, Oregon 97311

STATE OF OREGON • **EMPLOYMENT DIVISION** • DEPARTMENT OF HUMAN RESOURCES Form 1642 (2-82)

Form **6199**
(Rev. Jan. 1983)
Department of the Treasury
Internal Revenue Service

Certification of Youth Participating in a Qualified Cooperative Education Program

(For the Jobs Credit Under Section 44B)
(References are to the Internal Revenue Code)

OMB No. 1545-0244
Expires 12-31-84

Certification initiated by ☐ Employer ☐ Student ☐ School

Part I Qualified School Offering Cooperative Education Program

Name of school	Telephone number

Address (Number and street)

City, State, and ZIP code

School system

Part II Employer

Name of business	Employer identification number

Address (Number and street)

City, State, and ZIP code

Employer representative	Title	Telephone number

Part III Student

Name	Date of birth (month, day, year)—Student must be at least age 16, but not yet age 20	Social security number

Address (Number and street)

City, State, and ZIP code

Student's first day on the job. (Must have been hired by you for the first time after September 26, 1978.)	Starting wage per hour
Dates of cooperative program of the student From (date) to	Number of hours per week

Part IV Certification by the School *(See Instruction B for Definitions)*

I certify that the student named in Part III is a "youth participating in a qualified cooperative education program"; the school named in Part I is a "qualified school"; and the cooperative education program of the school in which the student is enrolled is a "qualified cooperative education program." I also certify that the student has been determined to be a member of an economically disadvantaged family by an office of the State Employment Security Agency.

Name of certifying officer (type or print)	Title
Signature ▶	Date

Part V Signature of Employer *(See Instruction C)*

I certify that this information is correct and true to the best of my knowledge. This form is for obtaining the benefits of the Jobs Credit under section 44B. I understand that my credit for employing the student named in Part III will end if this certification becomes invalid.

Signature ▶	Date

For Paperwork Reduction Act Notice, see back of form.

Form **6199** (Rev. 1-83)

Instructions

Paperwork Reduction Act Notice.—We ask for this information to carry out the Internal Revenue laws of the United States. We need it to ensure that taxpayers are complying with these laws and to allow us to figure and collect the right amount of tax. You are required to give us this information.

A. Purpose of Form 6199

For an individual to qualify as a youth participating in a qualified cooperative education program (as defined in B below), a qualified school must certify in writing that the student meets the conditions in B(1) below. The school may meet the certification requirement by completing Form 6199. The certification allows the employer named in Part II of Form 6199 to claim the jobs credit for qualified wages paid or incurred to the student named in Part III of the form.

The school must prepare Parts I through IV of Form 6199 in duplicate. The original of the form is given to the employer and a copy is kept by the school for its records.

B. Definitions

(1) Youth Participating in a Qualified Cooperative Education Program.—The term "youth participating in a qualified cooperative education program" means any individual who meets the following conditions:

- *(i)* is age 16 but not yet age 20, and
- *(ii)* has not graduated from a high school or vocational school, and
- *(iii)* is actively pursuing a qualified cooperative education program, and
- *(iv)* is a member of an economically disadvantaged family.

(2) Qualified School.—The term "qualified school" means:

- *(i)* a specialized high school principally for vocational education,
- *(ii)* the department of a high school principally for vocational education, or
- *(iii)* a technical or vocational school principally for vocational education of persons who have completed or left high school.

A school which is not a public school is a qualified school only if it is exempt from tax under section 501(a).

(3) Qualified Cooperative Education Program.—See section 51(d)(8)(B) and the related regulations for the definition of a qualified cooperative education program.

(4) Members of Economically Disadvantaged Families.—An individual is a member of an economically disadvantaged family if the designated local agency (State employment security agency) determines that the individual was a member of a family which had an income during the 6 months immediately preceding the earlier of the month in which the determination is made or the month in which the employee is hired, which, on an annual basis, would be 70 percent or less of the Bureau of Labor Statistics lower living standard.

C. Instructions for Employer

(1) The qualified first-year wages or qualified second-year wages paid to the employees certified as youths participating in a qualified cooperative education program are reported on IRS Form 5884, Jobs Credit.

(2) On receiving this form from the school, the employer must sign Part V certifying that the information on the form is correct before he or she can claim the jobs credit for wages paid to the student named on the form. The employer must keep Form 6199 for tax purposes.

(3) For more information on the jobs credit, see **Publication 906,** Jobs and Research Credits.

☆U.S. Government Printing Office: 1983—421-108/233

CHAPTER V

EDUCATIONAL REQUIREMENTS

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V. EDUCATIONAL REQUIREMENTS

A. APPROVAL OF SECONDARY VOCATIONAL PROGRAMS

Vocational approval is required in order to receive federal vocational funds for specific programs. Program approval is based on federal and state requirements. The Vocational Education Program Application Manual for Oregon Secondary Schools, Oregon Department of Education, will provide coordinators with specific instructions on making applications for program approval. For the sake of brevity, that document has been synthesized for this guide. A number of questions might be:

WHICH PROGRAMS REQUIRE APPROVAL?

All secondary 11th and 12th grade (one- and two-year) vocational programs need to be approved prior to offering for federal reimbursement. This requirement includes the vocational cluster programs and special vocational programs.

All vocational programs require initial and continuing approval: new programs, amended programs and continuing programs.

WHEN DOES APPROVAL TAKE PLACE?

In March and August, the Vocational Education Division mails instructions and necessary forms to all school districts with high schools. The completed forms for new and amended programs are due back to the Department of Education by May 1. The annual secondary vocational program approval review forms are due at the Department by September 15. School districts may request to have programs approved at other times during the year. Signed copies of the processed program application and annual review forms are returned to the districts.

WHICH FORMS SHOULD BE USED?

All Vocational Programs

Form 581-4618 (Rev. 1/82), Annual Secondary Vocational Program Approval Review is submitted once each year. (A sample of this form is included in Chapter VII.) The form is used to indicate programs to be continued or discontinued. All school districts with reimbursable vocational education programs submit this form. Use the form to show continuing industrial arts programs (schools of 200 ADM or less). This applies only to industrial arts programs approved for funding through the annual local application. The form is due at the Department September 15.

New or Amended Programs

Form 581-4616 (Rev. 1/82), Secondary Vocational Program Application Request, is used to provide information for new programs and for amemded programs. A sample of this form is found in Chapter VII.

WHERE DO THESE REQUIREMENTS COME FROM?

The requirements that arise from state and federal sources include:

- sixteen general vocational program requirements that are noted in Oregon's State Plan for Vocational Education.
- four requirements related to the use of federal vocational funds.
- one requirement for providing the Oregon Department of Education with data on programs. (SERVE)
- twelve specific vocational program requirements that apply across all programs with six of the twelve directed totally at cooperative work experience.
- seven assurances that apply to federal and state legal requirements.

WHICH REQUIREMENTS ARE SPECIFIC TO APPROVAL OF COOPERATIVE WORK EXPERIENCE PROGRAMS?

The requirements that are specific to cooperative work experience are:

- concurrent enrollment in an approved vocational education program.
- only 11th and 12th grade students are considered for fiscal reimbursement purposes.
- written training agreements.
- individual written training plans.
- responsible for informing private, nonprofit schools within their service area of the availability of cooperative work experience programs.
- provisions for enrollment of disadvantaged and handicapped students.

HOW ABOUT PLANNED COURSE STATEMENTS?

To assist the vocational program specialists in reviewing applications for new programs and amended programs, districts are asked to include planned course statements for all courses/activities that make up the cluster or special vocational program.

WHAT ARE YOU SIGNING?

Authorized signatures are required on Form 581-4618 (Rev. 1/82) and Form 581-4616 (Rev. 1/82). The signatures confirm local district assurances that a wide variety of laws, rules and regulations are being compiled within the operation of vocational programs and in the use of federal vocational funds.

WHAT ABOUT MAINTENANCE OF EFFORT?

Uses of state and local funds, which are reported to show maintained effort or used as a match for federal funds, need to follow federal requirements. In practice, Oregon's total maintenance of effort statewide puts the use of the most funds under federal rules, regulations and definitions. The Department staff has an obligation to keep the state and local districts in compliance with requirements.

WHAT ARE THE REQUIREMENTS FOR A SUMMER WORK EXPERIENCE PROGRAM?

The school must provide:

- extended contract for a vocationally certified instructor and on-site supervision of student.
- a minimum of two on-site supervisory visits to each student spaced out over the summer months.
- a final evaluation of student's performance.
- credit for summer work experience.
- select students between junior and senior years.

The following list of requirements must be maintained the same as with CWE programs conducted during the regular school year.

1. The student must be enrolled in a related state-approved vocational program during the regular school year.

2. Enrollment in cooperative education programs is restricted to 11th and 12th grade students at the secondary level.

3. Written training agreements between student, parent, employer and school will be provided.

4. Individual written training plans will be provided.

5. Public secondary or community colleges are responsible for informing private nonprofit schools within their service area of the availability of Cooperative Work Experience programs funded under the Education Amendments of 1976.

6. Provision will be made for enrollment of disadvantaged/handicapped students.

The employers of these students should be provided Form 6199, Certification of Youth Participating in a Qualified Cooperative Work Experience Program, for purposes of the Targeted Jobs Tax Credit under Section 44B of the Internal Revenue Code.

HOW CAN I LEARN MORE ABOUT REQUIREMENTS FOR PROGRAM APPROVAL?

Obtain a Program Application Manual from the Oregon Department of Education. These guidelines contain federal and state assurances, general vocational program requirements, special program requirements and individual program requirements. The appropriate forms are attached with the guidelines.

B. APPROVAL OF COMMUNITY COLLEGE OCCUPATIONAL CURRICULUM AND COOPERATIVE WORK EXPERIENCE

Definition

"Occupational cooperative work experience": is a component of a program of occupational education. Occupational cooperative work experience is conducted under a written agreement between a college and one or more employers. Students receive instruction by alternating classroom and job experience. This job experience is directly related to the curriculum objective. Occupational cooperative work experience is jointly planned with the student, college staff and employer.

REIMBURSABLE OCCUPATIONAL CURRICULUM AND COURSES

1. Reimbursable occupational curriculum and courses offered by Oregon community colleges shall be approved in accordance with policies and criteria established by the Oregon Department of Education.

2. Criteria for approval of occupational curriculum and courses:
   a. Curriculum shall be responsive to changing labor needs;
   b. Instruction shall be directed to those occupations which require less than three years of education and do not require a baccalaureate degree;
   c. Instruction in the occupation or group of related occupations for which the curriculum is designed shall be based upon skills and knowledge necessary for entry employment or further education;
   d. Each occupational curriculum shall be developed and conducted with the advice and assistance of a representative advisory committee;
   e. Each occupational curriculum should have a cooperative work experience component. That component shall be directly related to the occupational area for which training is provided;
      (1) Cooperative work experience should be conducted under a training agreement,
      (2) A training plan must be developed for each student,
      (3) Qualified staff shall be provided for supervision of cooperative work experience,
      (4) Workers' Compensation Insurance must be provided for students enrolled in unpaid work experience.
   f. Instruction shall encourage sound safety practices and work habits;
   g. Facilities, equipment, instructional aids and supplies shall be sufficient in quantity and quality to enable students to effectively meet curriculum or course objectives.
   h. Curriculum material shall avoid sex role and minority group stereotyping and bias;
   i. Vocational guidance shall be available to all students and potential students who want, need and can benefit from occupational education, education with emphasis given to persons with special needs;
   j. Instructors shall possess the occupational and educational competence required for the occupational area;
   k. Safety standards are maintained in all instructional settings in accord with state and federal laws;
   l. Period evaluation of occupational curriculum shall determine how well objectives are being met, including appraisal from students, employers and advisory committees;
   m. Federal funds shall be used to supplement local funds available to the community college and may in no instance supplant local funds; and
   n. Provision shall be made to furnish reports and other information requested by the Department of Education.

3. Procedures for approval of preparatory and supplementary curriculum:
   a. All new curriculum shall be submitted to the Department for approval at least four weeks in advance of offering. Three copies of Form 581-4644 shall be submitted providing:
      (1) Curriculum title, and title of related option, if any,
      (2) Course titles and descriptions,
      (3) Credit hours, clock hours and total credit hours for curriculum, and
      (4) Course numbers: 6-digit Office of Education code, HEGIS code, state course number.
   b. All revised preparatory and supplementary curriculum shall be submitted for approval to the Department annually with three copies each of Forms 581-4644 describing:
      (1) Change in title or curriculum or option, or of course title,
      (2) Change in course numbers,
      (3) Change of clock or credit hours,
      (4) Substantive changes in course descriptions, and
      (5) Change(s) in form of recognition offered from certificate, diploma or degree.
   c. The Oregon Department of Education will take up to 120 days to process curriculum applications for revisions from the date submitted. Applications are to be submitted annually by June 15;
   d. The deletion or suspension of any curriculum or related curriculum option shall be reported to the Oregon Department of Education. The Department shall notify any community college of intent to nullify approved curriculum or options which have not been offered for two years, giving the college 90 days to justify retention on the list of approved curriculum.

4. Reimbursable occupational cooperative work experience shall be approved in accordance with policies and criteria established by the Oregon Department of Education.

5. Criteria for approval of occupational cooperative work experience:
   a. Occupational cooperative work experience shall be approved only as part of an occupational curriculum (see Section (2) above);
   b. The ratio shall be 3 or 4 clock hours for 1 unit of credit;
   c. Occupational cooperative work experience seminars will be counted as 1 clock hour for 1 unit of credit;
   d. Occupational cooperative work experience shall use a single numbering system. The number 280 is reserved for cooperative work experience Occupational CWE courses should use the occupational number for the program followed by the ___.280 number. Transfer courses should use the alpha designator for the program plus 280.
   e. The maximum hour limit is 440 contact hours per student per year. Reimbursement may be claimed in any quarter or quarters during the school year. Any exceptions may be justified and a file maintained by the college; and
   f. A maximum of 24 units of credit is allowed for two-year programs. Any exceptions require prior approval by the Oregon Department of Education.

6. Procedures for approval of occupational cooperative work experience are the same procedures for approval of preparatory and supplementary curriculum, Section 3., a. and b.

7. Criteria for approval of new experimental occupational preparatory courses:
   a. Courses shall not exceed the maximum clock hour limit contained in the definition;
   b. Courses shall not be approved for more than one calendar year;
   c. A series of more than three courses will not be approved. Such a plan of instruction, however, will be judged as meeting the definition of a short-term program or program option.

8. Procedures for approval of new experimental preparatory courses:
   a. All new experimental preparatory courses shall be submitted to the Department for approval at least four weeks in advance of offering.
   b. Three copies of Form 581-4670 shall be submitted providing:
      (1) Course title,
      (2) Course description,
      (3) Target population,
      (4) Credit hours and clock hours, and
      (5) Course numbers: 6-digit Office of Education code, HEGIS code, state course number.

9. Criteria for approval of occupational supplementary courses:
   a. All occupational supplementary courses shall meet the criteria listed in Section 2. In addition:
      (1) Courses shall not exceed the maximum clock hour limit contained in the definition, and
      (2) A series of courses shall not be used in place of a new program, new program option, or new short-term program.

10. Procedures for approval of new or revised occupational supplementary courses:
    a. All new or revised occupational supplementary courses shall be submitted for post-approval on a quarterly basis,
    b. Three copies of Form 581-4645 shall be submitted providing:
       (1) Course title,
       (2) Course description,
       (3) Target population,
       (4) Credit hours and clock hours, and
       (5) Course numbers: 6-digit Office of Education code, HEGIS code, state course number.
    c. The Oregon Department of Education will process occupational supplementary course applications within 90 days of the date submitted.

C. GRADUATION REQUIREMENTS

Each district school board with jurisdiction over high school programs shall award diplomas to all students who fulfill all school district requirements and all state requirements as described in the following sections and in district school board policies. A school district may award an alternative document to a student who has met some but not all of the graduation requirements.

Units of Credit Requirments

Each student shall earn a minimum of 21 units of credit to include at least:

- a) Language Arts - 3 (Shall include the equivalent of 1 unit in Written Composition)
- b) Mathematics - 1
- c) Science - 1
- d) U.S. History - 1
- e) Global Studies - 1
- f) Government - 1/2
- g) Health Education - 1
- h) Physical Education - 1
- i) Career Development - 1/2
- j) Personal Finance and Economics - 1
- k) Applied Arts, Fine Arts or Foreign Language - 1 (one unit shall be earned in any one or a combination)

Competence Requirements

1. Each student shall demonstrate competence in:
   - a) Reading
   - b) Writing
   - c) Mathematics
   - d) Speaking
   - e) Listening
   - f) Reasoning
2. Student competence:
   - a) Shall be verified by measurement of student knowledge and skills or measurement of student ability to apply that knowledge and skill;
   - b) May be verified through alternative means to meet individualized needs; however, the school district's standard of performance must not be reduced; and
   - c) When verified in courses, shall be described in planned course statements; challenge tests and/or other appropriate procedures for verification of competencies assigned to courses must also be available.

These credit requirements may soon change as a result of State Superintendent Verne Duncan's Oregon Action Plan for Excellence, introduced as this book went to press. The plan includes development of a state-required curriculum in all basic academic programs, kindergarten through grade 12. This curriculum will address not only basic skills, but the higher-order skills our students will need in critical thinking, mathematics, science and international studies.

Attendance Requirements

1. Twelve school years shall be required beginning with grade 1, except when the school district adopts policies providing for early or delayed completion of all state and school district credit and performance requirements.

2. The district school board may adopt policies for alternative learning experiences, such as credit by examination and credit for off-campus experiences.

3. With any modification of the attendance requirements for graduation, school district staff shall consider age and maturity of students, access to alternative learning experiences, performance levels, school district guidelines and the wishes of parents or guardians.

D. VOCATIONAL CERTIFICATION

Certification requirements are established by the Teacher Standards and Practices Commission and are defined in the Oregon Administrative Rules. These requirements undergo changes and updates periodically. Coordinators should have a reference copy of the Oregon Administrative Rules (Chapter 584) that affect certification.

Coordinators usually have basic or standard teaching certificates when they become involved wth work experience. Sometimes a vocational endorsement is the only need for completing the requirements for vocational certification. In rare instances, a coordinator may be hired from the business community and lack the college preparation needed for a basic teaching certificate. Special vocational certification options are available to coordinators that enter education from business and industry.

A Vocational Coordinator's or Instructor Coordinator's Certificate, valid for a period of not more than five school years, shall be issued to an applicant who holds an Oregon Basic Teaching Certificate with a vocational teaching norm or a regular five-year Vocational Certificate.

Special Vocational Certificate

Upon request of the employing superintendent of a school district, a Special Vocational Certificate shall be issued to applicants able to qualify.

1. One-year certificate eligibility is determined by any one of the following three sets of requirements:

   - Four calendar years of experience as a qualified worker in the occupation about which he is to give instruction.
   - Occupational competency for the assignment developed by a combination of work experience and specialized training, or shown by satisfactory completion of an examination. In either event, the candidate must be recommended by an instructor appraisal committee.
   - A baccalaureate degree and at least three years of work experience, both in the instructional area involved.

2. Five-year certificate eligibility requires the applicant to:

   - meet requirements for the one-year certificate.
   - have one year of vocational teaching experience.
   - complete 12 quarter hours of vocational teaching preparation, or the equivalent. This shall include study in the methods of teaching.

3. Certificate Renewal

   a. The one-year certificate is renewable once, on completion of six quarter hours of vocational teacher preparation, or the equivalent. This shall include methods of teaching.
   b. The five-year certificate may be renewed upon completion, for each renewal, of 12 quarter hours, or the equivalent, of profession improvement in one of the following areas: methods of teaching,

evaluation of learning, psychology of learning, career education, curriculum, guidance and counseling, or occupational upgrading.

Note: Credit for occupational upgrading must be recommended by the employing district as a part of an approved professional improvement program for the instructor. The occupational upgrading may be through approved community college courses, established workshops, or planned experiences in business and industry. If formal credit is granted, clock hours shall be equated to quarter hours on the basis of 30 to 1. Credit will not be given for routine work experience.

Professional Improvement Programs

The Oregon Vocational Education Management Bulletin No. 5 (September 1982) details the requirements for 12 hours of occupational upgrading as related to certificate renewal. Coordinators are urged to read that bulletin carefully. The management bulletins are available from the Oregon Department of Education.

Assistance With Certification Needs

A coordinator can obtain help with certification problems from the following agencies and/or persons.

Teacher Standards and Practices Commission
730 12th Street SE
Salem, Oregon 97310
Telephone: 378-3586

Career and Vocational Program Specialists
Oregon Department of Education
700 Pringle Parkway SE
Salem, Oregon 97310-0290

Regional Coordinator
Local Education Service Districts

Coordinators can obtain copies of the certification requirements from the Oregon Department of Education or the Teacher Standards and Practices Commission. Ask for Oregon Administrative Rules on certification.

CHAPTER VI

RESOURCES

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VI. RESOURCES

A. AGENCIES

Oregon Department of Education 700 Pringle Parkway SE Salem, Oregon 97310 Telephone: 378-5859	Technical assistance from cooperative work experience specialist and special needs coordinator
Employment Division Unemployment Insurance 875 Union Street NE Salem, Oregon 97310 Telephone: 378-3264	Specific information about unemployment benefits
Wage and Hour Division Bureau of Labor and Industries 1400 SW 5th Avenue Portland, Oregon 97201 Telephone: 378-3272	Specific information on wage and hour regulations
Workers' Compensation Department 200 Labor and Industries Bldg. Salem, Oregon 97310 Telephone: 378-3272	Specific information on workers' compensation accident prevention and compliance
Workers' Compensation Board 555 13th Mill Creek Office Park Salem, Oregon 97310 Telephone: 378-3298	Request hearings on matters of workers' compensation
Wage and Hour Division Bureau of Labor and Industries 555 13th Street NE Salem, Oregon 97310 Telephone: 373-1435	Work permits
U.S. Department of Labor Wage and Hour Division 1220 SW Third Avenue Portland, OR 97204 Telephone: 221-3057	Enforcement of federal minimum wage and overtime
Policyholders Service Division State Accident Insurance Fund (SAIF) Salem, Oregon 97310 Telephone: 378-3517	Insurance for work experience students
Work Experience Coordinators of Oregon c/o Work Experience Specialist Oregon Department of Education 700 Pringle Parkway SE Salem, Oregon 97310 Telephone: 378-5859	Oregon profesional organization for work experience coordinators

Cooperative Education Association (CEA) (Address rotates each year)	National professional organization for cooperative work experience
American Vocational Association (AVA) 1510 H Street NW Washington, DC 20005	National professional organization for all vocational program staff
Oregon Vocational Association (OVA) 3821 Matheny Road NE Gervais, Oregon 97026 Telephone: 393-4232	Oregon professional organization for all vocational program staff
Oregon Council of Career and Vocational Administrators (OCCVA) 3400 Portland Road NE Salem, OR 97303	Professional organization for program planners and directors
Teacher Standards and Practices Commission 730 12th Street SE Salem, Oregon 97310 Telephone: 378-3586	Certification
State Advisory Council for Career and Vocational Education 715 Summer Street Salem, Oregon 97310 Telephone: 378-5932	Issues in vocational education
Career Information Systems 247 Hendrix Hall University of Oregon Eugene, Oregon 97403 Telephone: 686-3872	Career information
Regional Coordinators (see following list for appropriate contacts)	Provide technical information and assistance to local programs

REGIONAL COORDINATORS
1983-84

COUNTY	COORDINATOR	PHONE	ADDRESS	SUPERINTENDENT
Malheur Harney	SAM BANNER	473-3138	PO Box 610 Vale 97918	Leroy J. Paulson
Coos Curry	LOWELL CHAMBERLIN	269-1611	1350 Teakwood Coos Bay 97420	Robert Work
Lane	MARV CLEMONS	689-6500	1200 Highway 99N Eugene 97402	Melvin Mead
Union	JIM DAVISON	963-4106	1100 K Avenue La Grande 97850	Ward Weissenfluh
Clatsop Tillamook	CHUCK DYMOND	325-2862	3194 Marine Drive Astoria 97103	George Long
Jackson Josephine	NAT ETZEL	776-8593	101 North Grape Medford 97501	Shelby Price
Marion	PATRICIA HINDMAN	588-5330	3400 Portland Rd NE Salem 97303	Ron Wilkerson
Linn-Benton	WAYNE JOHNSON	967-8822	905 E 4th Avenue Albany 97321	Charles Seger
Wasco	ERNIE KELLER	298-5157	422 E 3rd Hammel Bldg The Dalles 97058	Fred D. Krauss
Multnomah	MARILYN DAVIS	251-7419	PO Box 16657 Portland 97216	Allan J. Thede
Umatilla Morrow	SAM PAMBRUN	276-6616	404 SE Dorion, Box 38 Pendleton 97801	Ken Stanhope
Washington	JOHN PENDERGRASS	645-4242	17705 NW Springville Rd Portland 97229	William Proppe
Clackamas	AL PFAHL	635-4341	Marylhurst Campus Marylhurst 97036	Russell Klein
Douglas	JERRY SHIVELEY	440-4759	1871 NE Stephens St Roseburg 97470	Tom Heubner
Klamath Lake	BILL BROWN	883-5000	334 Main St Klamath Falls 97601	James B. Conroy

B. REFERENCE BOOKS, PERIODICALS, PAMPHLETS, MODULES

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Occupational Internship Coordinators Handbook, Corvallis, Oregon: Oregon State University, 1980.

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Oregon Vocational Education Management Bulletin No. 5, Salem, Oregon: Oregon Department of Education, September 1982.

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Performance-Based Teacher Education Modules, A-10, Conduct a Student Follow-Up Survey, Athens, GA: American Association for Vocational Instructional Materials (AAVIM), 1978.

Performance-Based Teacher Education Modules, J-7, Coordinate On-The-Job Instruction, Athens, GA: American Association for Vocational Instructional Materials (AAVIM), 1978.

Performance-Based Teacher Education Modules, B-1, Determine Needs and Interests of Students, Athens, GA: American Association for Vocational Instructional Materials (AAVIM), 1978.

Performance-Based Teacher Education Modules, G-3, Develop Brochures to Promote Your Vocational Program, Athens, GA: American Association for Vocational Instructional Materials (AAVIM), 1978.

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Performance-Based Teacher Education Modules, J-3, Enroll Students in Your Cooperative Program, Athens, GA: American Association for Vocational Instructional Materials (AAVIM), 1978.

Performance-Based Teacher Education Modules, J-8, Evaluate Cooperative Students' On-The-Job Performance, Athens, GA: American Association for Vocational Instructional Materials (AAVIM), 1978.

Performance-Based Teacher Education Modules, F-2, Gather Student Data Through Personal Contact, Athens, GA: American Association for Vocational Instructional Materials (AAVIM), 1978.

Performance-Based Teacher Education Modules, I-1, Keep Up-To-Date Professionally, Athens, GA: American Association for Vocational Instructional Materials (AAVIM), 1978.

Performance-Based Teacher Education Modules, E-4, Maintain a Filing System, Athens, GA: American Association for Vocational Instructional Materials (AAVIM), 1978.

Performance-Based Teacher Education Modules, A-5, Maintain an Occupational Advisory Committee, Athens, GA: American Association for Vocational Instructional Materials (AAVIM), 1978.

Performance-Based Teacher Education Modules, J-2, Manage the Attendance, Transfers, and Terminations of Cooperative Students, Athens, GA: American Association for Vocational Instructional Materials (AAVIM), 1978.

Performance-Based Teacher Education Modules, A-4, Organize an Occupational Advisory Committee, Athens, GA: American Association for Vocational Instructional Materials (AAVIM), 1978.

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Performance-Based Teacher Education Modules, J-9, Prepare for Students' Related Instruction, Athens, GA: American Association for Vocational Instructional Materials (AAVIM), 1978.

Performance-Based Teacher Education Modules, G-5, Prepare News Releases and Articles Concerning Your Vocational Program, Athens, GA: American Association for Vocational Instructional Materials (AAVIM), 1978.

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Performance-Based Teacher Education Modules, J-4, Secure Training Stations for Your Cooperative Program, Athens, GA: American Association for Vocational Instructional Materials (AAVIM), 1978.

Performance-Based Teacher Education Modules, J-10 Supervise an Employer-Employee Appreciation Event, Athens, GA: American Association for Vocational Instructional Materials (AAVIM), 1978.

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Title VI, 1964 Civil Rights Act, Washington, D.C.: United States Statutes at Large, Vol 78, 88th Congress, Second Session, United States Government Printing Office, 1965.

Twenty-One Tips to Getting a Job, Lansing, MI: Michigan Employment Security Commission, 1979.

Winefardner, David W., Interest Measurement in Vocational Decision Making: The Use of the Ohio Vocational Interest Survey (OVIS), Columbus, OH: 1979.

C. OREGON LAWS, RULES AND REGULATIONS

Oregon Revised Statutes

The Oregon Revised Statutes that affect work experience are numerous and subject to change by amendments. These statutes are legal interpretations of state laws that define applications of laws. Exemptions from legal requirements for work experience students are defined in the Oregon Revised Statutes. ORS 656.033 (Workers' Compensation Law) defines the requirements for providing students with insurance protection. The Oregon Revised Statutes that affect work experience can be obtained from the Wage and Hour Division.

Oregon Wage and Hour Commission Industry Orders

The Commission Orders are regulations established by the Wage and Hour Commission for establishing employment conditions and safety for workers. Industry orders prevail in situations that are not covered by federal regulations. Copies of Industry Orders are available from: Wage and Hour Division.

D. UNITED STATES (FEDERAL) LEGISLATION

1. Adult Education Act of 1966 (P.L. 89-750) authorized grants to states for programs to help adults continue their education at least through high school and to obtain training for jobs.

2. Career Education Incentive Act of 1978 (P.L. 95-207) authorized career education programs for the elementary and secondary schools.

3. Civil Rights Act of 1964 (P.L. 88-352) under Title IV, mandated the desegregation of public educational institutions and, under Title VI, made racial and ethnic discrimination illegal in programs that receive federal financial assistance.

4. Comprehensive Employment and Training Act of 1973 (P.L. 93-203) established a system of federal, state and local programs to train economically disadvantaged and unemployed persons and to provide job opportunities.

5. Economic Opportunity Act of 1964 (P.L. 88-452) authorized grants for college work-study programs, support for vocational training for unemployed youths, and a number of other educational and training programs.

6. Education Amendments of 1972 (P.L. 92-318) established the Education Division, the National Institute of Education. Title IX prohibited discrimination based on sex in any program receiving federal funds.

7. Education Amendments of 1976 (P.L. 94-482) provided federal assistance to the states for career development and educational programs. The Vocational Education Amendments are included in this law. Title II of the Education Amendments of 1976 amended the Vocational Education Act of 1963 to provide the federal legislation authorizing vocational education programs and activities.

8. Education Amendments of 1978 (P.L. 95-561) established a comprehensive basic skills program for reading, writing and mathematics in public schools.

9. Elementary and Secondary Education Act of 1965 (P.L. 89-10) provided financial assistance to local educational agencies to educate economically disadvantaged. Title VII, Bilingual Education Act, provided funds for bilingual programs at the preschool, elementary and secondary levels.

10. Elementary and Secondary Education Amendments of 1966 (P.L. 89-750) authorized additional funds for programs for handicapped students.

11. Elementary and Secondary Education Amendments of 1968 (P.L. 90-247) authorized support for regional centers for education of handicapped students and programs in bilingual education.

12. Equal Pay Act of 1963 (Amended 1972, 1978). Equal pay for equal work under similar conditions regardless of sex.

13. Family Educational Rights and Privacy Act of 1974. Allows full access to student-learner records by parents/guardians.

14. Federal Fair Labor Standards Act of 1938. Established minimum wage, overtime pay, equal pay, recordkeeping, hazardous conditions, and child labor standards for minors in agriculture and nonagriculture occupations.

15. Federal Revenue Act of 1978 (Targeted Jobs Tax Credit). Encourages employers to provide employment to target populations who have few job skills by offering tax credits.

16. George-Barden Act of 1946 (P.L. 79-586) expanded federal support for vocational education.

17. George-Deen Act of 1936 authorized increased appropriations for existing vocational programs and added distributive education to vocational education.

18. Higher Education Act of 1965 (P.L. 89-329) provided funds to colleges and universities for community service and cooperative education.

19. Higher Education Amendments of 1968 (P.L. 90-575) authorized new programs for disadvantaged college students.

20. Manpower Development and Training Act of 1962 (P.L. 87-415) supported training for unemployed and underemployed persons.

21. Rehabilitation Act of 1973, Section 503 of 1973. Federal contractors agree not to discriminate against any handicapped person who is qualified to perform the job; and agree to take affirmative action to hire, advance and treat handicapped without discrimination.

22. Smith-Hughes Act of 1917 (P.L. 64-347) provided grants to states for agricultural, industrial and trade-related education below the college level.

23. Vocational Education Act of 1963 (P.L. 88-210) increased federal support for residential vocational schools, work-study programs, and research and training in vocational education.

24. Vocational Education Amendments of 1968 (P.L. 90-576) provided federal grants to states for vocational education and part-time employment for persons of all ages and all educational levels.

CHAPTER VII

GUIDELINES FOR PLANNING AND IMPLEMENTATION

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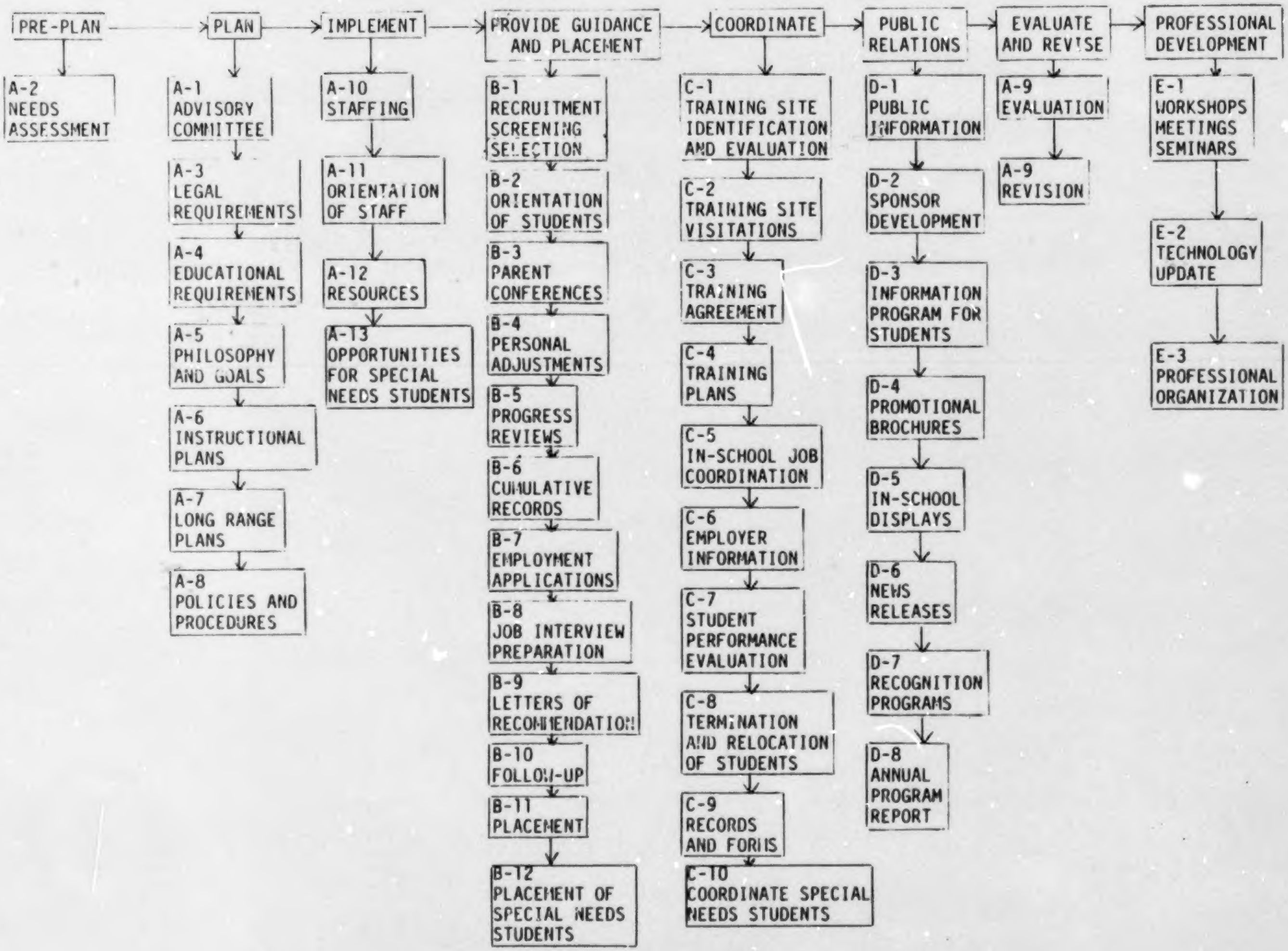
A. MANAGEMENT MODEL FOR WORK EXPERIENCE PROGRAMS
(Referenced to Job Sheets of Chapter II)


PRE-PLAN
PLAN
IMPLEMENT
PROVIDE GUIDANCE AND PLACEMENT
COORDINATE
PUBLIC RELATIONS
EVALUATE AND REVISE
PROFESSIONAL DEVELOPMENT
A-2 NEEDS ASSESSMENT
A-1 ADVISORY COMMITTEE
A-3 LEGAL REQUIREMENTS
A-4 EDUCATIONAL REQUIREMENTS
A-5 PHILOSOPHY AND GOALS
A-6 INSTRUCTIONAL PLANS
A-7 LONG RANGE PLANS
A-8 POLICIES AND PROCEDURES
A-10 STAFFING
A-11 ORIENTATION OF STAFF
A-12 RESOURCES
A-13 OPPORTUNITIES FOR SPECIAL NEEDS STUDENTS
B-1 RECRUITMENT SCREENING SELECTION
B-2 ORIENTATION OF STUDENTS
B-3 PARENT CONFERENCES
B-4 PERSONAL ADJUSTMENTS
B-5 PROGRESS REVIEWS
B-6 CUMULATIVE RECORDS
B-7 EMPLOYMENT APPLICATIONS
B-8 JOB INTERVIEW PREPARATION
B-9 LETTERS OF RECOMMENDATION
B-10 FOLLOW-UP
B-11 PLACEMENT
B-12 PLACEMENT OF SPECIAL NEEDS STUDENTS
C-1 TRAINING SITE IDENTIFICATION AND EVALUATION
C-2 TRAINING SITE VISITATIONS
C-3 TRAINING AGREEMENT
C-4 TRAINING PLANS
C-5 IN-SCHOOL JOB COORDINATION
C-6 EMPLOYER INFORMATION
C-7 STUDENT PERFORMANCE EVALUATION
C-8 TERMINATION AND RELOCATION OF STUDENTS
C-9 RECORDS AND FORMS
C-10 COORDINATE SPECIAL NEEDS STUDENTS
D-1 PUBLIC INFORMATION
D-2 SPONSOR DEVELOPMENT
D-3 INFORMATION PROGRAM FOR STUDENTS
D-4 PROMOTIONAL BROCHURES
D-5 IN-SCHOOL DISPLAYS
D-6 NEWS RELEASES
D-7 RECOGNITION PROGRAMS
D-8 ANNUAL PROGRAM REPORT
A-9 EVALUATION
A-9 REVISION
E-1 WORKSHOPS MEETINGS SEMINARS
E-2 TECHNOLOGY UPDATE
E-3 PROFESSIONAL ORGANIZATION

B. CHECKLISTS FOR PLANNING AND IMPLEMENTING A WORK EXPERIENCE PROGRAM

(Referenced to Job Sheets)

Pre-Planning (See A-2)

Check

- Obtain administrative approval for conducting a needs assessment. ____
- Establish ad hoc committee to assist with needs assessment. ____
- Conduct survey of school, student and community needs. ____
- Report findings and make recommendations. ____

Planning

- Organize an advisory committee (A-1) ____
- Identify legal requirements of work experience (A-3) ____
- Identify educational requirements of work experience (A-4) ____
- Develop philosophy and goals of work experience (A-5) ____
- Develop instructional plans for work experience (A-6) ____
- Develop long-range plans for work experience (A-7) ____
- Establish policies and procedures for program (A-8) ____

Implementation

- Assign staff (A-10) ____
- Provide orientation to staff (A-11) ____
- Secure needed resources (A-12) ____
- Provide opportunities for special needs students (A-13) ____

Guidance and Placement

- Recruit, screen and select students (B-1) ____
- Provide orientation to student (B-2) ____
- Conduct conferences with parents (B-3) ____
- Assist students with personal adjustments (B-4) ____
- Conduct student progress reviews (B-5) ____
- Analyze cumulative records (B-6) ____
- Assist students with employment applications (B-7) ____
- Prepare students for job interviews (B-8) ____
- Write letters of recommendation (B-9) ____
- Conduct follow-up surveys (B-10) ____
- Assist students in job placement (B-11) ____
- Provide placement services for special needs students (B-12) ____

Coordination

- Identify and evaluate training stations (C-1) ____
- Visit training sites (C-2) ____
- Complete training agreements (C-3) ____
- Complete training plans (C-4) ____
- Provide in-school job coordination (C-5) ____
- Provide employers with information (C-6) ____
- Evaluate student performance (C-7) ____
- Handle termination and relocation processes (C-8) ____
- Complete records and forms (C-9) ____
- Coordinate special needs students (C-10) ____

Public Relations

- Provide public information on program (D-1) ______
- Develop training sponsors (D-2) ______
- Provide information program for students (D-3) ______
- Develop promotional brochures (D-4) ______
- Prepare in-school displays (D-5) ______
- Prepare news releases (D-6) ______
- Conduct recognition programs (D-7) ______
- Develop an annual report on program (D-8) ______

Evaluation and Revision (A-9)

- Evaluate work experience program. ______
- Make revisions based on evaluation findings. ______

Professional Development

- Attend district and state workshops, meetings and seminars (E-1) ______
- Keep current on the technological changes in business and industry (E-2) ______
- Participate in local and state professional organizations (E-3) ______

WORK EXPERIENCE PROGRAM
EVALUATION SURVEY GUIDE

Role of Respondent ________________

The District

	Yes	No	Do Not Know
1. Has a written District policy statement been developed to help in administering cooperative work experience education?	____	____	____
2. Are the individual school administrators interested and involved in defining policies relating to the Cooperative Work Experience Program?	____	____	____
3. Does the District have a plan for student placement and follow-up?	____	____	____
4. Is the Cooperative Work Experience Program geared to the needs of the community it serves?	____	____	____

In-District Coop Work Exp. Program

	Yes	No	Do Not Know
1. Is the In-District Cooperative Work Experience Program meeting the needs of the students involved?	____	____	____
2. Does the In-District Cooperative Work Experience Program meet the needs of the District?	____	____	____
3. Is the present Cooperative Work Experience Program adequate for our District?	____	____	____
4. Is there adequate communication between District Coordinator, work experience students, and supervisors in our In-District Coop Work Exp. Program?	____	____	____
5. Is there adequate communication between the related cluster teacher and the In-District supervisors?	____	____	____
6. Are the District supervisors thoroughly informed concerning the purposes and educational philosophy of the In-District Coop Work Exp. Program?	____	____	____
7. Within the District program is there a sincere interest and effort to train the student?	____	____	____
8. Do you feel Cooperative Work Exp. should be limited to juniors and seniors in high school?	____	____	____
9. Do you feel the In-District Cooperative Work Experience Program should be dropped?	____	____	____

Example 1

"Outside" Cooperative Work Experience Program

	Yes	No	Do Not Know
1. Are students knowledgeable about the "Outside" Cooperative Work Experience Program?	____	____	____
2. Are the schools doing anything specific to inform students about the procedures and criteria for obtaining credit for "Outside" Cooperative Work Experience?	____	____	____
3. Are outside employers thoroughly informed concerning the purpose and educational philosophy of the "Outside" Cooperative Work Experience Program?	____	____	____
4. Is there adequate communication between the District coordinator and "Outside" employers?	____	____	____

Instruction

	Yes	No	Do Not Know
1. Does the District have a well-organized plan for publicizing the Cooperative Work Experience Program?	____	____	____
2. Does the District have a definite plan for screening and selecting students into the program?	____	____	____
3. Are the student-trainees placed on jobs which will provide them with the types of experiences needed to help meet their career objective?	____	____	____
4. Is there a student work agreement signed by the student, parent, employer, and coordinator which contains the duration of the training period and the responsibilities of the student, employer, school, and parent?	____	____	____
5. Are there written training plans which list learning activities and goals for each training station?	____	____	____
6. Do you feel that written training plans are important for a good Cooperative Work Experience Program?	____	____	____
7. Do the supervisors of the training stations provide a variety of learning experiences for student-trainees?	____	____	____
8. Are regular evaluations make on the performance and program of student-trainees?	____	____	____
9. Is there a counselor in each building who is given released time from the normal counseling load to handle vocational counseling?	____	____	____

Example 1

Teacher-Coordinator

	Yes	No	Do Not Know
1. Is the District Work Coordinator easily accessible to all District personnel and students?			
2. Is the Occupational Skills Center the most desirable place for the office of the District Work Experience Coordinator?			
3. Does the District provide for a teacher-coordinator in each high school and the Skills Center?			
4. In your opinion, should there be a teacher-coordinator in each high school and the Skills Center?			
5. If the answer to the above question is "yes," should there be a full-time coordinator at the District level to work with the teacher-coordinators and to coordinate and be responsible for all facets of the work experience program?			

Advisory Committee

	Yes	No	Do Not Know
1. Is there an advisory committee specifically for work experience?			
2. In your opinion, should the work experience program have an advisory committee?			

Youth Organizations

	Yes	No	Do Not Know
1. Should vocational youth organizations, which develop leadership and technical knowledge, be an integral part of the Cooperative Work Experience Program?			
2. Is there an active youth organization for each cluster area in the District?			

Program Change

	Yes	No	Do Not Know
1. Should students who are in a related class or career area for which there is no cluster be given credit for related work experience?			
2. Do you favor having a Diversified Occupations class for career areas for which there are no clusters?			
3. Are you in favor of maintaining the present Cooperative Work Experience Program which follows the State Guidelines for Cooperative Work Experience?			

	Yes	No	Do Not Know
4. Do you favor a Cooperative Work Experience Program written and designed specifically for our District?	____	____	____
5. In addition to Cooperative Work Experience credit, should we as a District, also be looking at some form of general work credit?	____	____	____
6. If the District were to give general work credit, should the District coordinator be responsible for the supervision and evaluation of the program?	____	____	____

Comments & Suggestions

Example 2

Oregon Bureau of Labor and Industries
Mary Wendy Roberts, Commissioner

1982

Employment of Minors

A guide for 14 to 17 year olds and their employers

Note: Nothing contained in the following regulations applies to minors who are news carriers, who work in and about the family home, or who work in agriculture and do not operate machinery.

Going To Work For The First Time

Work Permits Required for 14-17 Year Olds

When you are 14 you are old enough to be hired to do a variety of jobs. But first, you should apply for a work permit. Your high school office usually has a supply of applications, or you may call the Wage and Hour Division of the Oregon Bureau of Labor and Industries and ask that one be mailed.

Applying for a work permit

It is a good idea to apply for your permit as soon as you are 14, even though you may not be looking for a job just yet. You will need to have the permit ready when you do go job-hunting. The permit is issued at no charge

Besides your own signature on the application, you will need your social security number and your parent's or guardian's signature. You must then send the application to the Bureau of Labor and Industries along with a photocopy of your proof of age.

Proof of Age Needed

These are the kinds of documents which may be used as proof of age:
- Birth Certificate
- Baptismal Certificate
- Passport
- Adoption papers

A driver's license cannot be accepted as proof of age.

Emancipated Minors, Married Minors

You will need your work permit if you are 14 through 17 years of age. Emancipated minors and minors who are married are subject to the same requirements, and must have a work permit if they are 14 through 17 years of age.

Employer's Certificate

Within 48 hours after you have been hired, your employer must complete an Employer's Certificate and submit it to the Bureau of Labor and Industries at the address noted below.

Lost Work Permit

If you lose your work permit you may request a duplicate from Wage and Hour, 240 Cottage St. SE., Salem, Oregon 97310.

Agriculture

If you work in an agricultural job you do not need a work permit unless you will be operating farm machinery.

Revised 1/82

Jobs That 14 and 15 Year Old Workers Can Do:

Permitted Occupations:	If you are 14 or 15 you may apply for these kinds of jobs:
Offices	Office work of all kinds.
Stores	Cashiering, selling or stock work in retail sales or service establishments, display or window trimming; work in art or advertising offices.
Packers	Price marking or tagging; assembling or packing orders.
Grocers	Bagging orders in grocery stores, clean up work, including using vacuum cleaners and floor waxes.
Restaurants, Hotels	Food service; bussing dishes; cooking at soda fountains, lunch counters or cafeteria serving counters; kitchen work including the use of machines such as dishwashers, blenders, corn-poppers, dumbwaiters.
Carwash	Car washing, cleaning and polishing.
Service Station	Service station attendant, but not including the use of pits, racks or lifting apparatus; and not including the inflation of any tire mounted on a rim equipped with removable retaining ring.
Farms	Agricultural work.
Theatres, Amusement Parks	Ushering, sales or services in theatres, recreation areas or establishments.
Parks, Yards	Outdoor maintenance work, such as brush clearing, removing litter, grounds keeping; but not including the use of power driven mowers or cutters.
Canneries and Packers	Cleaning or packing produce.
Nursing Homes, Hospitals	Assisting in patient care in hospitals or nursing homes.
Day-care Centers	Child care.
Kennels	Pet grooming, pet care.
Farms	Agricultural work, such as picking or plant propagation, care of livestock.

Work Hours for 14 and 15 Year Old Employees

State Requirements

Because you already have a responsibility to attend school regularly, your hours will be somewhat limited in your first work experience. If you are employed by an establishment which is regulated by the state minimum wage law, you may work only between the hours of 7:00 a.m. and 6:00 p.m., unless your parent or employer will furnish a letter guaranteeing your transportation. This letter should accompany the Employer's Certificate which your employer sends to the Bureau of Labor and Industries. If this has been done you may be permitted to work until 12:00 midnight.

In those establishments covered by the state minimum wage law, you may work up to 10 hours a day and 44 hours a week. An employer who needs you to work longer hours may apply to the Wage and Hour Commission for an emergency overtime permit. With such a permit you could work as many as 10 hours a day and six days a week if approved by the Commission.

Federal Requirements

If your employer is subject to the federal minimum wage law, you may work 18 hours a week during the school year; three hours on any day when school is in session and up to eight hours on any non-school day. You may not work before 7:00 a.m. or later than 7:00 p.m. During the summer vacation period you may work until 9:00 p.m. (June 1 through Labor Day), and up to 40 hours a week.

Agriculture and Youth Camps

Minors employed in agriculture or in youth camps are not subject to the foregoing hours limitations.

Jobs That 16 and 17 Year Old Workers Can Do:

More Opportunity

When you become 16 there are many more jobs which you may do. You are only restricted in the use of some machinery, explosives, radioactive substances, mining and logging operations. (See list of prohibited occupations at the end of this summary.)

Work Hours for 16 and 17 Year Old Employees

No Restrictions

When you are 16 you are no longer restricted to work within specific hours. You may work any time of the day or night, and up to 44 hours per week. Longer hours may be approved by the Commission if your employer applies for an emergency overtime permit. These regulations cover employers subject to either federal or state minimum wage laws.

For more information write:

Bureau of Labor and Industries
Wage and Hour Division
1400 SW. 5th
Portland, Oregon 97201

or call:

Portland	229-5750
Salem	373-1435

or,

Toll free 1-800-452-3503

Wage and Hour Division offices are located in Bend, Coos Bay, Eugene, Medford, Pendleton, Portland and Salem.

Prohibited Occupations

Minors under 18 may not use specified equipment in the following occupations:

(For a complete listing of prohibited machines, see "Child Labor Bulletin No. 101" available from the United States Department of Labor, Wage-Hour Division)

1. Logging

All logging operations or occupations in the operation of any sawmill, lathmill, shingle mill, or cooperage stock mill.

2. Messenger service

All delivery of messages or goods between the hours of 10:00 p.m. and 5:00 a.m.

3. Explosives manufacturing

All occupations in or about plants or establishments manufacturing or storing explosives or articles containing explosive components.

4. Motor vehicle driving

All occupations of motor vehicle driver or outside helper riding outside the cab for purpose of assisting in the transporting of goods.

5. Coal-mining

All coal-mining occupations performed under ground, in an open pit, or on the surface of a coal-mining plant for the purpose of extracting, grading, cleaning or handling coal.

6. Woodworking

Woodworking occupations involving the use or maintenance of power driven woodworking machines for cutting, shaping, forming, surfacing, nailing, stapling, wire stitching, fastening or assembling.

7. Radioactive substances

Occupations involving exposure to radioactive substances and to ionizing radiations.

8. Hoisting apparatus

Occupations involving the operation of power-driven hoisting apparatus or assisting in the operation of hoisting apparatus such as:
  elevators
  cranes
  derricks
  hoists
  high-lift trucks
  man lifts
  freight elevators.

9. Metal Working

The occupations of operator of or helper on power-driven metal forming, punching and shearing machines. This order does not apply to a very large group of metal-working machines known as machine tools. Machine tools such as milling function machines, lathes, planing function machines, grinding function machines, borers, drills, drill press, reamers, honers **may be used** by 16 and 17 year old minors, as well as a number of other machine tools.

10. Mining, other than coal

Occupations in or on the surface of underground mines or quarries.

11. Meat Packing

Occupations involving slaughtering, meat-packing or processing, or rendering including but not limited to, the use, repair or cleaning of the following machines:
  meat patty forming machines
  meat slicing machine
  meat and bone cutting saws, knives
  grinding, mixing, chopping machines.

12 Bakery Machines

The occupations of operating, assisting to operate, repair or cleaning of dough mixers; batter mixers; bread dividing, rounding or molding machine; dough brake; dough sheeter; bread slicing and wrapping machine; cake cutting band saw. The occupation of setting up or adjusting a cookie or cracker machine. Other bakery machines may be used by 16 and 17 year old minors.

13. Paper-products Machines

The occupations of operating or assisting to operate paper-products machines including, but not limited to:
  arm-type wire stitcher or
  stapler
  circular or band saw
  cover cutter
  guillotine paper cutter
  scrap-paper baler
  platen die-cutting press
  platen printing press
  punch press.

Many paper-products machines **may be used** by 16 and 17 year old minors, including, but not limited to:
  bag making machines
  box making machines
  folding machines
  gluing, gumming
  rotary printing press.

14. Brick and Tile Manufacturing

All work in or about establishments in which clay construction products are manufactured except work in offices, storage, shipping, drying departments. All work in or about establishments in which silica brick or silica refractory products are manufactured, except work in offices.

15. Saws and Shears

All occupations of operator or helper or of setting up, repairing, cleaning of:
  circular saws
  band saws
  guillotine shears.

16. Wrecking

All occupations in wrecking, demolition and ship-breaking.

17. Roofing

All roofing operations. Gutter and downspout work may be performed by 16 and 17 year old employees.

18. Excavation

Excavating, working in, or backfilling trenches exceeding four feet in depth. Excavating for building or working in such excavations. Working in tunnels or shafts prior to the completion of all driving, sinking and shoring operations.

Your Paycheck

Minimum Wage

State minimum wage for minors is the same as that required for adults and will automatically be raised when the adult rate is raised. The present rate is $3.10 and was effective January 1, 1981. The federal minimum wage is $3.35.

Overtime

Your employer is required to pay you at one and one-half times your regular rate of pay for any work that you do over 40 hours in one week.

Paydays

Oregon law requires employers to maintain regular paydays and to furnish employees with statements of the amounts and purposes of any deductions made from wages. The statement is required with each paycheck. It may be a part of the check or a separate document.

Deductions

Deductions from your wages may not be made to cover breakage or loss which you may have caused. However, inaccuracies or excessive breakage will not make for a good work record and may even lead to discharge.

Deductions may not be made from minimum wage to cover the cost of uniforms or tools or their maintenance. If you are earning more than minimum wage, your employer may require you to purchase a uniform as long as the purchase price is no more than the amount that you have been paid above minimum wage for one pay period.

If you are required to wear a uniform and you are being paid minimum wage, your employer must reimburse you for cleaning your uniform if dry cleaning is required.

Final Paychecks

When you quit your job, all of your wages will be paid on your last work day as long as you have given your employer at least 48 hours notice. If you quit without notice to your employer, your pay is due in 48 hours exclusive of weekends or holidays. If your employer discharges you, all of the wages you have earned are due immediately.

Working Conditions

Rest Periods

You are entitled to 15-minute paid rest periods during every four-hour work period or major part of a four-hour period. Rest periods are to be taken separately from the meal period and, if possible, approximately in the middle of each work period.

Meal Periods

Your meal period should be at least half an hour in length and you need not be paid for this time as long as you are totally relieved of duty. Employers of 16- and 17-year-old employees may require them to perform occasional duties while having this meal as long as the nature of the work makes it difficult to completely relieve them. In the latter case, the time must be counted as work time and paid.

Adequate Work

An employer may not require a minor employee to report for work without furnishing enough work for the employee to earn at least half of his/her normal daily wage. If there is not enough work and you are dismissed early, your employer is obligated to pay you for half of your normal shift.

Weight Lifting

You cannot be required to lift any weight which is too much for you as an individual.

Agricultural Employment

Who Can Work

If you are 12 years old you may work on a farm covered by the federal minimum wage law. You may work on a small farm under state regulation when you are nine.

If you have had tractor and farm machinery training (4-H or vocational agriculture) and hold a work permit you may operate farm machinery.

If you do not have training you may operate farm machinery at 16 if you have a work permit. You may operate farm machinery at any age and without a work permit if you are employed by your father, mother, grandmother, grandfather, brother, sister, uncle or aunt, OR if you're living on a farm during the summer vacation and your parent or guardian has made a written agreement covering the operation of machinery and filed a copy of the agreement with the Wage and Hour Commission.

Agricultural Minimum Wage

If you work on a farm you may not be subject to the minimum wage. Picking of crops which are traditionally paid at piece-rates is not an occupation subject to minimum wage, but minors must be paid the same piece-rates as adult workers. You must be 12 to pick for large farms.

If you work (other than picking) on a farm that has as many as six or seven employees regularly, your employer must pay you federal minimum wage. If the farm has used at least 500 man-days of labor in any calendar quarter of the preceding year, it is covered by federal minimum wage requirements. (A man-day is any day in which one employee works at least one hour or more.) Smaller farms are not required to pay minimum wage.

Overtime in Agriculture

There is no requirement to pay overtime to agricultural employees.

Hours in Agriculture

Minors working in agriculture may work any hours or at any time of day. Farms covered by the federal minimum wage law may employ minors under 16 only at times when their local school is not in session.

Youth Camps

Wages

Youth camps are not subject to minimum wage law.

Hours in Youth Camps

There are no restrictions on the hours worked by minors employed by youth camps, and there is no requirement to pay any additional pay for overtime worked.

Canneries

Minors employed in canneries may not work longer than 10 hours in any one day unless the employer has been issued an emergency overtime permit by the Wage & Hour Division.

Government Agencies

Wages

If you work for the state, county, or a city, you must be paid at least the state minimum wage.

Overtime

You must be paid 1½ times your regular rate of pay for any hours over eight in one day or forty in one week that you work. If the agency you work for does not have funds to pay for your overtime, they may give you time off at the rate of 1½ times the overtime hours worked. The time off is given as compensation for the overtime you worked.

Example 3

Answering Your Questions On:

B. STATE AND FEDERAL

Minimum Wage

1/82

Most businesses in Oregon are regulated by either state or federal minimum wage laws. Whether you are an employer, or employe, knowing your rights and obligations under these laws makes sense.

This publication is designed to explain simply the differences between state and federal minimum wage laws and to help you determine which protects you.

Mary Wendy Roberts
Labor Commissioner

Most workers to be paid at least minimum wage

Are minimum wage laws for everyone? Almost all workers must be paid a minimum wage as required by federal or state laws. There are no sub-minimum rates for trainees or minors, although there are some special provisions for full-time students and student-learners. The following workers are not subject to either a state or federal minimum wage:

Exceptions

- Outside salespersons
- Casual baby-sitters
- Companions of the elderly
- Minors working in and about the family home
- Agricultural workers on farms using less than 500 "man-days" of labor during all four quarters of the preceding calendar year.
- Workers engaged in the range-production of livestock
- Managers, assistant managers, and maintenance workers employed and lodged in multi-unit dwelling accommodations having an annual dollar volume of less than $250,000.

Time records must be accurate

State and federal laws similar. Many of the requirements of the state and federal minimum wage laws are the same or very similar. Under both laws, it is permissible to pay wages by the hour, as a salary, in commissions, or piece-rate. Whichever method is used, employers must keep accurate time records and the employee's total earnings must equal or exceed minimum wage for the hours worked. State law requires employers to keep time and payroll records for two years while employers covered by federal minimum wage law must keep those records for three years.

Example 3

Which minimum wage, state or federal?

Types of businesses subject to federal minimum wage; types subject to state. The state minimum wage is $3.10 (effective Jan. 1, 1981); federal minimum wage is $3.35 (effective Jan. 1, 1981). The following chart shows, in a general way, which kinds of businesses or employees are subject to the federal law and which are subject to the state law.

FEDERAL WAGE-HOUR STATUTE

*Any enterprise grossing more than $250,000 a year.

or

Enterprises named in the statute:
— Construction and reconstruction
— Private hospitals and nursing homes
— Private pre-schools, elementary or high schools, institutions of higher education
— Laundries, drycleaners
— Domestic service workers

or

Individual employees engaged in interstate commerce.

or

Agricultural workers on farms using over 500 "man-days" of labor in any one calendar quarter of the previous calendar year.

*Retail enterprises which grossed over $250,000 as of June 30, 1978, over $275,000 until June 30, 1980, and over $325,000 thereafter.

STATE MINIMUM WAGE LAW

*Retail sales, retail services, or enterprises not engaged in interstate commerce, and grossing less than $250,000.

or

Any individual employee who is not regulated by the federal statute;

or

Any non-profit organization engaged in religious or charitable or community service which does not have a business purpose and is not engaged in interstate commerce. (Examples: museums, mental health counseling, half-way houses, etc.)

or

Employees of state, county, or municipal agencies performing traditional governmental services.

*Retail enterprises which grossed less than $250,000 as of June 30, 1978 and less than $275,000 until June 30, 1980 and less than $325,000 thereafter.

STUDENTS

Student rate in retail and agriculture

Sub-minimum rates for students: Employers in retail or agricultural enterprises who are subject to the federal minimum wage may apply to the Federal Wage and Hour Division for certification to pay 85 percent of federal minimum wage to as many as six full-time students. There is no similar provision in state minimum wage law.

Student learner requirements

Student learners in on-the-job training situations may be paid 75 percent of state or federal minimum wage if **all** of the following conditions are met.

All tests must be met

- Student learners' work hours combined with their school hours must not exceed 40 per week.
- The employment of a student at a subminimum rate is allowable only when an absence of employment opportunities result from the requirement to pay minimum wage.
- The occupation for which the training is being given must be skilled enough to require a substantial learning period.
- The training must not be for repetitive operations requiring only manual dexterity.
- The student learner must not displace another worker.
- The training of student learners will tend to serve occupational needs of the community or industry.

To recruit student learners, employers should contact the work experience offices of local high schools or colleges.

Example 3

Piece-rates
Commissions

Workers who are paid piece-rates, must also be paid overtime.

When calculating overtime for workers paid piece-rates, divide the total earnings for the week by the actual hours worked to find the average hourly rate. The overtime that would be due, then, is ½ × the hourly rate × the number of overtime hours worked.

The payment of overtime is required by federal and state statute and cannot be waived by agreements with employees. **Compensatory time off (comp time) is not a method of complying with the statutes.** ("Comp" time may be taken within the same work week in which extra hours were worked, thus avoiding the working of overtime altogether.)

Administrative, executive, and professional exemptions

Exempt Employees. Some salaried employees are exempt from the payment of minimum wage and overtime. In establishments regulated by state minimum wage, administrators, executives, and professionals are exempt as long as these tests are met:

State Law

1) the work is predominantly intellectual, managerial or creative,
2) the employee exercises discretion and independent judgment, and
3) the employee is paid at least $650.00 per month on a salary basis.

For these employees, the salary covers all hours worked in any week in which the employee works the major part of the week.

Federal Law

Bona fide executive, administrative, and professional employees of establishments subject to federal minimum wage law are exempt from minimum wage and overtime regulations as long as they are performing the kinds of duties necessary to qualify (see Title 29, Part 541 of the Code of Federal Regulations available from the federal Wage-Hour Division) and they meet the salary tests below.

Executive/Administrative	$155/week
Professional	$170/week

The employee must be performing executive, administrative, or professional duties for at least 80 percent of the work week. In retail sales or services, the employee must be doing "exempt" work for 60 percent of the time. The exempt employee must be paid a fixed salary for any week in which the employee works, regardless of the number of hours.

An employee who does not meet the above tests for exemption may be deemed to be exempt, nevertheless, if the salary paid is at least $250.00 per week and the employee's *primary* duty is executive, administrative, or professional.

For detailed information on exemptions from federal minimum wage and overtime requirements, write or call the U.S. Department of Labor, Wage and Hour Division, 1220 S.W. Third, Room 540, Portland, Oregon 97204 (221-3057).

10-hour maximum day

Special provisions for manufacturing and canneries. State law requires that workers in canneries, driers, or packers be paid 1½ times their regular rate of pay for any work over ten hours in one day. Another state law sets 10 hours as a maximum that employees may work in one day in mills, factories, or manufacturing establishments, but allows for an additional three hours at 1½ times the regular rate of pay if needed. Logging camps, sawmills, planing mills, and shingle mills are excluded from this requirement.

Calculating overtime

Whenever overtime is being calculated on a daily basis, it also must be calculated on a weekly basis. The greater of the two amounts is the one to be paid.

Wage & Hour
Commission rules

Working Conditions. The state minimum wage law gives the Wage and Hour Commission authority to regulate working conditions for adults who are subject to the law. Their rules **cannot** be applied to adults working in establishments subject to federal minimum wage.

Some of the Wage and Hour Commission rules provide for rest periods, meal periods, payment for reporting to work when work is not furnished, weight lifting restrictions, and adequate lighting and ventilation. Since there are no similar provisions in federal law, adults working in federally regulated establishments need not be provided with the same conditions.

Child labor

Oregon's Child Labor Laws give the Commission authority to regulate working conditions for **all** minors working in **all** establishments in Oregon. **Even federally regulated establishments must provide rest periods and meal periods for workers under 18 and observe all of the Commission rules as described in the following table.**

Example 3

The table is a comparison of the most basic provisions of federal and state minimum wage and overtime laws. These are general statements only and do not include all of the details of state and federal law.

BASIC PROVISIONS OF STATE AND FEDERAL MINIMUM WAGE LAWS

Federal Law	Oregon Law
Minimum Wage: $3.35 effective Jan. 1, 1981	**Minimum Wage:** $3.10 effective Jan. 1, 1981
Overtime: 1½ times the regular rate of pay for any time over 40 hours in a work week in most industries. Hospitals, nursing homes may elect to pay overtime for work over 8 hours per day and 80 hours per two week period.	**Overtime:** Same as federal law.
Exemptions From Minimum Wage and Overtime: (Partial list.) Executives, administrative, or professional employees who are salaried at at least $155/week, and who perform bona fide managerial, administrative, or professional work for at least 80 percent of the time (60 percent in retail establishments): these employees regularly exercise independent judgment and discretion. Some agricultural workers. Casual baby-sitting, companions for the elderly. Outside salespersons.	**Exemptions From Minimum Wage and Overtime:** (Partial list.) Executive, administrative, or professional employees who are salaried at at least $650/mo. and who perform bona fide administrative, executive, or professional work predominantly; these employees regularly exercise independent judgment and discretion. Domestic service workers. Managers, assistant managers, and maintenance workers employed and lodged in multi-unit dwellings accommodations having an annual dollar volume of less than $250,000. Some agricultural workers. Employees of youth camps or conference grounds. Outside salespersons.
Deductions: May be made when legally required (e.g., taxes, SAIF, Social Security, etc.) May be made for meals or lodging. May not be made from minimum wage for uniforms, tools, or their maintenance, or for breakage or loss caused by the employee.	**Deductions:** Same as federal law.
Hours Worked: Any time that an employee is suffered or permitted to work is compensable time.	**Hours Worked:** Same as federal law.
Meal Periods: Not required; if 30-minute periods provided, are not paid as long as employee is totally relieved of duty. If employee must perform any duties during the meal period, all meal time must be paid.	**Meal Periods:** 30-minute periods or longer must be provided to begin no later than 5 hours and one minute after employee reports for work. Time is unpaid as long as employee is relieved of all duty. If employee is required to perform any duties during meal period, all meal time must be paid.
Rest Periods: Not required; if provided and less than 30 minutes in length, must be provided without deduction from pay.	**Rest Periods:** Rest periods of at least 10 minutes in length must be provided during every 4-hour work period or major part therof; rest period is to be taken approximately in the middle of each work period; rest period must be provided without deduction from pay. (Minors rest period: 15 minutes.)
Adequate Work: No requirement.	**Adequate Work:** When employee is required to report for work, adequate work must be furnished to earn at least ½ employee's regular shift. If work cannot be furnished, employee must be paid wages for ½ regular shift.
Excessive Weights: No requirement.	**Excessive Weights:** No employee shall be required to lift excessive weights.

NOTE: ALL EMPLOYERS IN OREGON, INCLUDING FEDERALLY REGULATED EMPLOYERS, ARE SUBJECT TO THE STATE RULES PROVIDING FOR MINORS' WORKING CONDITIONS. (MEAL PERIODS, REST PERIODS, ADEQUATE WORK, WEIGHT LIFTING.)

Example 3

DEDUCTIONS

Meals and Lodging

If an employer is furnishing meals or lodging to employees, the value of the meals or lodging may be deducted from minimum wage. If the employee does not want the meals, no deductions may be made.

Uniforms, tools

When employees are purchasing goods or services from their employers, the employer may deduct the amount the employee owes from the paycheck as long as the employee has voluntarily signed an authorization to deduct. Deductions **may not** be made for uniforms or tools, or for breakage or loss, caused by the employee. Deposits for uniforms or tools may not be required of minimum wage employees, and, at termination, the final paycheck may not be held pending return of a uniform or tool.

Tip credit prohibition

Use of Tip Credit. While federal law allows employers to use the tips of tipped employees to calculate wages, state law prohibits using tips to calculate the amount of Oregon's minimum wage, even in federally regulated employment. That means that employers of tipped employees may use the difference between state and federal minimum wage as a credit towards federal minimum wage in this way:

$3.10 + 25¢ (tip credit) = $3.35

In the example, the employer is actually paying $3.10, but taking credit for tips received at 25¢ an hour to show a total gross of $3.35.

Hours worked and record keeping

What hours must be counted as work time? Federal and state minimum wage laws define the term "employ" as "to suffer or permit to work." It is important to understand that, by this definition, any time spent by an employee in the performance of any duties must be recorded as time worked. It is not only the employee's agreed upon work schedule that must be paid, but those extra periods of time spent in cleaning up the work station, doing stock work, balancing the till, or attending job-related meetings and training sessions. Employers are responsible for maintaining accurate time records without neglecting those extra periods of work, even when they are minimal.

1½ times the regular rate to be paid after 40 hours worked

Overtime. Any hours worked over 40 in a work-week must be paid at 1½ times the employee's rate of pay. Any employee excluded from minimum wage coverage is excluded also from overtime requirements. Following is a **partial** list of employees who are exempt from federal overtime regulations, but not from the minimum wage law.

Employees of the state, county
Salesmen, partsmen, and mechanics in automotive or farm machinery dealerships
Truck drivers or drivers' helpers who are subject to the Motor Carrier Act
Taxi drivers
Seamen
Agricultural workers
Motion picture theatre workers

Except employees of public agencies, employees who are subject to state overtime regulations are those who are subject to state minimum wage.

Example 3

ENFORCEMENT: Employees subject to state minimum wage and overtime regulations may contact the State of Oregon, Bureau of Labor and Industries, at one of the addresses below:

Wage and Hour Division
3rd Floor — State Office Bldg.,
1400 S.W. 5th Ave.,
Portland, OR 97201
(229-5750)

Red Oaks Square, Suite A-244
1230 N.E. Third Street
Bend, OR 97701
(389-1505)

455 Elrod Street
Coos Bay, OR 97420
(269-1161)

541 Willamette Street
Room 212
Eugene, OR 97401
(686-7503)

140 North Grape Street
Medford, OR 97501
(776-6013)

700 S.E. Emigrant
Suite 320
Pendleton, OR 97801
(276-7884)

Federal Wage-Hour, 1220 S.W. Third Ave., Portland, Oregon 97204 (221-3057) for enforcement of federal minimum wage and overtime.

Example 4

Oregon Department of Education
Vocational Education Division
700 Pringle Parkway SE
Salem, Oregon 97310

School Code ____________
County Code ____________
Administrative District Code ____________

ANNUAL SECONDARY VOCATIONAL PROGRAM APPROVAL REVIEW

(PLEASE TYPE)

Date ____________

Name of School District and No. ____________ Phone ____________

Address ____________
Street or Route City County Zip

Contact Person for Vocational Education ____________ Phone ____________

PLEASE CHECK THE APPROPRIATE BOXES TO INDICATE WHICH VOCATIONAL PROGRAMS ARE PRESENTLY IN OPERATION. SUBMIT THIS FORM FOR EACH SCHOOL IN THE DISTRICT THAT PROVIDES VOCATIONAL EDUCATION AND THAT HAS CWE AND CHARTERED STUDENT ORGANIZATIONS.

SCHOOL ____________

	Title of Program	Ongoing Programs	*CWE	Chartered Student Organization		**Title of Program**	Ongoing Programs	*CWE	Chartered Student Organization
01	Agriculture	☐	☐	☐	18	Forest Products	☐	☐	☐
05	Accounting	☐	☐	☐	16	Graphics	☐	☐	☐
12	Child Care Services	☐	☐	☐	03	Health Occupations	☐	☐	☐
06	Clerical	☐	☐	☐	02	Marketing	☐	☐	☐
09	Construction	☐	☐	☐	08	Mechanical	☐	☐	☐
19	Diversified Occupations	☐	☐	☐	11	Metals	☐	☐	☐
10	Electrical	☐	☐	☐	07	Secretarial	☐	☐	☐
04	Foodservice	☐	☐	☐	17	Service Occupations	☐	☐	☐
	Special Vocational Programs:					Other (list):			
	____________	☐	☐	☐		____________	☐	☐	☐
	____________	☐	☐	☐					

Programs discontinued (not offered during the current school year). Explain if program is dropped, offered on alternate years or other reasons for not offering.

____________ ____________ ____________
____________ ____________ ____________

CERTIFICATE OF ASSURANCE:

I agree that the vocational program requirements for secondary vocational education programs, the rules and regulations for Public Law 94-482, and the requirements contained in the Oregon State Plan for Vocational Education will be complied with in the operation of vocational programs and services offered by the district or through contract between the district and other agencies, institutions or individuals. I further acknowledge that I am aware of fiscal requirements related to maintenance of effort contained in Sections 104.321 through 104.330 of the rules and regulations applicable to Public Law 94-482 and that fiscal effort will be maintained in accordance with those regulations. In addition, federal vocational funds will not be used to supplant local and state funds used for vocational education programs or services. I also agree to furnish required fiscal and vocational program data as requested by the Oregon Department of Education.

____________ ____________
(Signature of Authorized School Official) (Date)

For Department Purposes

____________ ____________
(Vocational Staff) (Date)

*Please check appropriate box for vocational programs with cooperative work experience.

Form 581-4618 (Rev. 1/82)

Example 5

Oregon Department of Education
Vocational Education Division
700 Pringle Parkway SE
Salem, Oregon 97310

For Department Use
County Code ______
District Code ______
School Code ______
Administrative District Code ______
CIPS Code ______

SECONDARY VOCATIONAL PROGRAM APPLICATION REQUEST

Attach Planned Course Statement(s)

(Please Type)

(Check One)
Cluster Program ______
Special Program ______
Special Alternative Program ______

(Check One)
New ______
Amended ______

Title of Program ______
(Check Length of Program) 1 Year ______ 3 Year ______ 2 Year ______ 4 Year ______ Other ______

Name of School District and Number ______

Name of High School ______ Phone ______

Address of High School ______
Street or Route City County Zip Code

Name of Contact Person ______ Phone ______

Date Request Submitted ______ Date Program to Begin ______

* * *

By grade level list the vocational course titles which make up the vocational program, indicate hours of instruction per week and credits given for the course. Complete applicable boxes for length of program: 1, 2, 3, 4 year, or other. If the vocational program is a one-year program, or an alternative program, complete the 12th grade, below. If the program is a two-year program, complete both the 11th and 12th grades. If courses are applicable to both years of the program, list on both. If the program is an alternative program of more than two years, complete applicable boxes, top of page 2.

Grade 9	Hours Per Week	Number Weeks Offered	Credit	State Use Code

Grade 11	Hours Per Week	Number Weeks Offered	Credit	State Use Code

Grade 10	Hours Per Week	Number Weeks Offered	Credit	State Use Code

Grade 12	Hours Per Week	Number Weeks Offered	Credit	State Use Code

White	ODE Program
Pink	SERVE
Green	School
Canary	School File

Form 581-4616 (*Rev 1/83*)

Check the applicable boxes below and indicate the number of credits awarded for cooperative work experience, list other forms of work experience and school-directed projects.

Type	Yes	No	Credits	Paid	Unpaid
Cooperative Work Experience					
Supervised Farm Project					
Farm Placement Project					
Clinical Experience					

Other School-Directed Project (Specify)	Yes	No	Credits	Paid	Unpaid

OCCUPATIONAL ADVISORY COMMITTEE REPRESENTATION

I do hereby certify that the occupational advisory committee for the program described in this request has been involved in the development or modification of the program.

Signature of Advisory Committee Chairperson or Authorized Representative *Date*

CERTIFICATE OF ASSURANCE

I agree that the vocational program requirements for secondary vocational education programs, the rules and regulations for Public Law 94 482, and the requirements contained in the Oregon State Plan for Vocational Education will be complied with in the operation of vocational programs and services offered by the district or through contract between the district and other agencies, institutions or individuals. I further acknowledge that I am aware of fiscal requirements related to maintenance of effort contained in Sections 400.321 through 400.330 of the rules and regulations applicable to Public Law 94-482 and that fiscal effort will be maintained in accordance with those regulations. In addition, federal vocational funds will not be used to supplant local and state funds used for vocational education programs or services. I also agree to furnish required fiscal and vocational program data as requested by the Oregon Department of Education.

Signature of Authorized School Official *Date*

* *

For Department Use

Recommendation

______ Approved This vocational program has been entered in our records as approved. The program will be reviewed and approved annually.

______ Disapproved This program has not been approved for the following reasons:

Vocational Staff *Date*

Vocational Staff *Date*

White ODE Program
Pink SERVE
Green School
Canary School File

Example 6

Oregon Department of Education
Instructional Services Division
Career and Vocational Education
Salem, Oregon 97310

Please submit curriculum prior to the date that the new curriculum is to be offered at your community college. Revised curriculum to be submitted annually, by June 15.

APPLICATION FOR APPROVAL OF AN OCCUPATIONAL CURRICULUM

Community College ______________________ HEGIS _ _ _ _

Curriculum Title ______________________ OE No. _ _ . _ _ _ _

Option Title (If applicable) ______________________ Credit ______________________

Date of Implementation ______________________ Hours ______________________

Date of Termination ______________________ Lab Hours ______________________

INSTRUCTIONAL AREA

☐ Agriculture
☐ Business Education
☐ Distribution & Marketing
☐ Office Education
☐ Health Occupations
☐ Home Economics
☐ Trade & Industry
☐ Other (Specify)

TYPE OF PROGRAM

☐ Occupational Preparatory
☐ New
☐ Occupational Supplementary
☐ Revised

Admission Requirements (grade level, prerequisites, test scores, etc.) ______________________

CURRICULUM LENGTH (Terms or Weeks) ______________________

RECOGNITION CONFERRED UPON COMPLETION

Associate Degree

Certificate (Specify type) ______________________

Other (Specify) ______________________

Form 581-4644 (Rev. 9/80)

Oregon Department of Education
College file copy

In accordance with instructions for revising approved occupational curriculums, the following changes are noted. (Attach course descriptions if content changes are proposed.):

CURRENT				PROPOSED			
course no.	Course Title	clock hours	credit	course no.	Course Title	clock hours	credit

College Authorized Signature ______________________ Date ____________

College Contact Person ______________________ Telephone ____________

DEPARTMENT OF EDUCATION ACTION

ODE Staff ______________________ Date ____________

☐ Approved

☐ Disapproved

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Oregon Department of Education

Form 581-4644 (2/82) page 2

EXAMPLE COVER LETTER TO PROGRAM COMPLETERS

Dear Former Trainee:

The Community College needs your help! We are trying to improve our technical training programs so that our trainees will have easier entry into jobs. In order to make improvements, we need to know how well our program prepared you for the work you are now doing. Which parts of your training have been most valuable on the job? What did we fail to prepare you for that should have been part of your training? You, as a former student are in a good position to give us that kind of assistance.

If you will take a few minutes and respond to the survey questions, our staff will analyze your ideas along with those of many other trainees and employers. Based on these findings, we will make the changes needed to improve.

In responding to this type of survey, you can help us to help other trainees in our training programs.

We appreciate your cooperation with this survey and hope that you will continue to assist in the further development of our vocational training programs.

Sincerely,

Instructor/Coordinator
Cooperative Work Experience

Example 8

(Coordinator's Name)
& Address

Stamp

Dear Former Trainee,

Our Work Experience Program needs your help in evaluating the effectiveness of our training. We need to know if your training was helpful to you on the job.

If you will please fill out the answers to questions on the other half of this card, we will be thankful. Just tear the card along the dotted line and mail. Thanks for helping us to help others.

Work Experience Coordinator

(Instructor Name)
& Address

(Student's Name)
& Address

Stamp

FOLLOW-UP SURVEY

1. Is your current job related to your field of training?
   ____1. Yes, it is directly or closely related.
   ____2. No, very little relationship to training.
   EMPLOYER NAME: ______________________________
   EMPLOYER ADDRESS: ______________________________

2. How well did your training prepare you for your present job?
   ____1. Very well prepared.
   ____2. Adequately prepared.
   ____3. Poorly prepared.

3. How necessary was your training in getting your present job?
   ____1. Required.
   ____2. Very helpful.
   ____3. Of some help.
   ____4. No help at all.

4. How did you find out about your first job upon leaving high school?
   ____1. Through my advisor.
   ____2. Placement service at high school.
   ____3. Through an instructor.
   ____4. Newspaper.
   ____5. Friend.
   ____6. Other. (Specify)

5. How do you rate the following services provided by your high school?

	PLEASE CIRCLE		
SERVICE	Very Good	Adequate	Poor
Vocational/Skills Training	3	2	1
Career Guidance	3	2	1
Student Activities	3	2	1
Job Placement	3	2	1

6. What were the strong features of your training in high school? (Be specific)

7. What were the weak features of your training in high school? (Be specific)

Example 8

FOLLOW-UP SURVEY

1. Is your current job related to your field of training?
____1. Yes, it is directly or closely related.
____2. No, very little relationship to training.
EMPLOYER NAME: ____
EMPLOYER ADDRESS: ______________________________________

2. How well did your training prepare you for your present job?
____1. Very well prepared.
____2. Adequately prepared.
____3. Poorly prepared.

3. How necessary was your training in getting your present job?
____1. Required.
____2. Very helpful.
____3. Of some help.
____4. No help at all.

4. How did you find out about your first job upon leaving high school?
____1. Through my advisor.
____2. Placement service at high school.
____3. Through an instructor.
____4. Newspaper.
____5. Friend.
____6. Other. (Specify)

5. How do you rate the following services provided by your high school?

	PLEASE CIRCLE		
SERVICE	Very Good	Adequate	Poor
Vocational/Skills Training	3	2	1
Career Guidance	3	2	1
Student Activities	3	2	1
Job Placement	3	2	1

6. What were the strong features of your training in high school? (Be specific)

7. What were the weak features of your training in high school? (Be specific)

Example 10

EXAMPLE COVER LETTER TO EMPLOYERS

Dear Employer:

Our Community College is conducting a follow-up survey with former trainees to see if we can identify ways to improve the cooperative work experience program.

We also need information from employers that hire our trainees. The employers can give us many ideas on the adequacy of job training that may not be observed by the worker.

Both trainee and employer follow-up information will be analyzed to identify the strengths and weaknesses of our training programs. Based on what our former trainees and employers tell us, we will make program revisions needed to improve our work preparation training.

We appreciate your effort in responding to this survey and welcome suggestions and comments that will help us to better prepare our young people.

Thank you very much for your cooperation.

Sincerely,

Zane Gray
Instructor/Coordinator
Cooperative Work Experience

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EMPLOYER FOLLOW-UP

Name of Employer____

Address of Employer____

GENERAL QUESTIONS

Please rate the following skills of our graduates that are working for you at the present time. Circle most appropriate answer.

Skills	Has All Needed Skills	Has Some Skills	Has None of Skills Needed
1. Mathematics skills	3	2	1
2. Technical skills of the job	3	2	1
3. Communication skills of the job	3	2	1
4. Safety procedures	3	2	1
5. Work quantity(output)	3	2	1
6. Work quality	3	2	1
7. Work attitude	3	2	1
8. Preparation and training for job	3	2	1

COMMENTS:

SPECIFIC QUESTIONS

The following questions are specifically related to the technical training of employees received at our school. Please circle the appropriate answer.

Question	Yes	Some of the Time	No
9. Did the employee have needed technical skills for entry level into your firm?	3	2	1
10. Does employee use his knowledge of shop safety and tool handling?	3	2	1
11. Does employee practice care and maintenance of equipment?	3	2	1
12. Did the employment of these persons depend upon them having had training at our school?	3	2	1
13. Can the employee read blueprints and use measuring tools for completing work?	3	2	1
14. Can the employee work on his own without supervision?	3	2	1

15. What would you identify as the strong points in this employee's technical training?

____

____

____

16. What would you identify as weak points in this employee's technical training?

____

____

____

17. Since this survey is to help improve vocational training programs, we welcome ideas and comments on how this can best be accomplished.

____

____

____

____

____

____

THANK YOU FOR YOUR ASSISTANCE WITH THIS SURVEY. WOULD YOU LIKE TO SEE THE RESULTS OF THE SURVEY WHEN IT IS COMPLETED?

____Yes ____No

Example 12

School District
Address
City, Oregon ZIP
(503) Phone

INDIVIDUALIZED EDUCATION PROGRAM

Full Legal Name ______________________

Date Special Education Eligibility (Re) Established ______________________

Date of IEP Meeting ______________________

Projected Date of IEP Annual Review ______________________

PARTICIPANTS IN IEP MEETING

Child's Teacher/Title	Child, Where Appropriate
District Representative/Title	Other/Title
Parent(s)	Other/Title

SPECIAL EDUCATION SERVICES TO BE PROVIDED

Services	Least Restrictive Environment	Projected Dates of Initiation	Anticipated Duration of Services
☐ Specially designed reading			
☐ Specially designed math			
☐ Specially designed spelling			
☐ Specially designed language arts			
☐ Specially designed P.E.			
☐ Speech Pathology			
☐ Specially Designed Vocational Education			
☐ Other, ______			
☐ Other, ______			

EXTENT OF PARTICIPATION IN REGULAR PROGRAMS
(including non-academic settings) ______________________

ATTENDS ATTENDANCE AREA SCHOOL ____ YES ____ NO

(If no, explain) ______________________

RELATED SERVICES TO BE PROVIDED

Services	Projected Dates of Initiation	Anticipated Duration of Services
☐ Transportation		
☐ Speech Pathology		
☐ Audiology		
☐ Psychological Services		
☐ Physical Therapy		
☐ Occupational Therapy		
☐ Special Equipment		
☐ Reader Services		
☐ Volunteer Services		
☐ Recreation		
☐ Counseling Services		
☐ Other, ______		
☐ Other, ______		

PHYSICAL EDUCATION

Regular P.E. ____ YES ____ NO

Specially Designed P.E. ____ YES ____ NO

P.E. Requirement Completed ____ YES ____ NO

Name ______________________________ Page ____ of ____

PRESENT LEVEL OF EDUCATIONAL PERFORMANCE IN (area) ______________________________

ANNUAL GOAL: ______________________________

SHORT TERM OBJECTIVE(S)	CRITERIA	EVALUATION PROCEDURE(S)	SCHEDULE(S)

PRESENT LEVEL OF EDUCATIONAL PERFORMANCE IN (area) ______________________________

ANNUAL GOAL: ______________________________

SHORT TERM OBJECTIVE(S)	CRITERIA	EVALUATION PROCEDURE(S)	SCHEDULE(S)

PRESENT LEVEL OF EDUCATIONAL PERFORMANCE IN (area) ______________________________

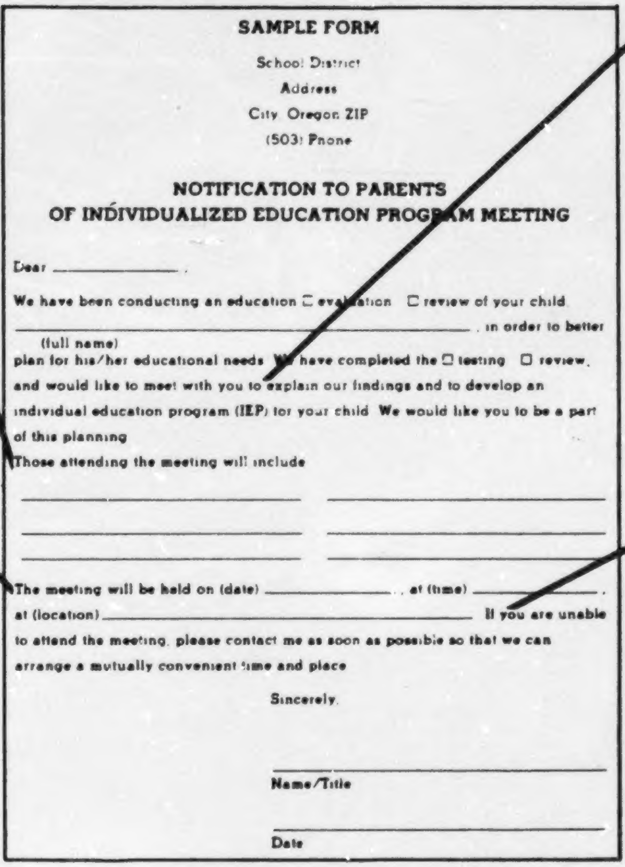
ANNUAL GOAL: ______________________________

SHORT TERM OBJECTIVE(S)	CRITERIA	EVALUATION PROCEDURE(S)	SCHEDULE(S)

NOTIFICATION TO PARENTS OF INDIVIDUALIZED EDUCATION PROGRAM MEETING
SAMPLE FORM
EXPLANATION OF ITEMS

Those attending the meeting will include This statement is included as a way of meeting the requirement to notify the parent in writing as to who will be in attendance.

. . . to explain our findings and to develop an individualized education program (IEP) . . . This statement is included as a way of meeting the requirement to notify parents in writing of the purpose of the meeting.



SAMPLE FORM

School District
Address
City, Oregon ZIP
(503) Phone

NOTIFICATION TO PARENTS
OF INDIVIDUALIZED EDUCATION PROGRAM MEETING

Dear ________________ ,

We have been conducting an education ☐ evaluation ☐ review of your child ________________________________ , in order to better
(full name)
plan for his/her educational needs We have completed the ☐ testing ☐ review, and would like to meet with you to explain our findings and to develop an individual education program (IEP) for your child We would like you to be a part of this planning

Those attending the meeting will include

________________ ________________
________________ ________________
________________ ________________

The meeting will be held on (date) ________________ , at (time) ________________ , at (location) ________________________________ If you are unable to attend the meeting, please contact me as soon as possible so that we can arrange a mutually convenient time and place

Sincerely,

____
Name/Title

____
Date

The meeting will be held on (date) ___, (time) ___, at (location) ___ This statement is included as a way of meeting the requirement to notify parents in writing of the time and location of the meeting.

If you are unable to attend the meeting, please contact me . . . so that we can arrange a mutually convenient time and place. This statement is included as a way of meeting the requirement to schedule the meeting at an agreed upon time and place.

HANDBOOK FOR WORK EXPERIENCE COORDINATORS
IN OREGON

YOUR VIEWS ARE IMPORTANT! After you read and examine this publication, please forward your comments to the publications staff of the Oregon Department of Education. If you would rather talk by telephone, call us at 378-8274. Or, for your convenience, this response form is provided.

PLEASE RESPOND so that your views can be considered as we plan future publications. Simply cut out the form, fold and mail it back to us. We want to hear from you!

Did you read this publication?

____ Completely
____ More than half
____ Less than half
____ Just skimmed

Does this publication fulfill its purpose as stated in the preface or introduction?

____ Completely
____ Partly
____ Not at all

Did you find this publication useful in your work?

____ Often
____ Sometimes
____ Seldom
____ Never

Which section is most valuable? ________________________________

____

What type of work do you do?

____ Classroom teacher
____ Consultant to classroom teachers
____ School administrator
____ Other ________________________________

Would you recommend this publication to a colleague?

____ Yes, without reservations
____ Yes, with reservations
____ No
____ Other ________________________________

Did you find the content to be stated clearly and accurately?

____ Always yes
____ In general, yes
____ In general, no
____ Always no
____ Other ________________________________

Were the contents presented in a convenient format?

____ Very easy to use
____ Fairly easy
____ Fairly difficult
____ Very difficult
____ Other ________________________________

Did you find this publication to be free of discrimination or biased content towards racial, ethnic, cultural, handicapped, and religious groups, or in terms of sex stereotyping?

____ Yes, without reservations
____ Yes, with reservations
____ No
____ Other ________________________________

What is your impression of the overall appearance of the publication (graphic art, style, type, etc.)?

____ Excellent
____ Good
____ Fair
____ Poor

When this publication is revised, what changes would you like to see made? ________________________________

____

____

____

Additional comments. (Attach a sheet if you wish.)

____

____

____

____

Form 581-2218

Thanks!

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Publications Section
Oregon Department of Education
Salem, Oregon 97310

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